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AUTHOR	Eagle, Eva; And Others
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ABSTRACT

The sixth in a series of descriptive summaries about the status of 1972 high school seniors, the National Longitudinal Study of the High School Class of 1972, is presented. Four chapters focus on the following: education experiences of the 1972 senior class (enrollment in postsecondary education for 1972 high school seniors, attainment in postsecondary education, and the continued interest in postsecondary education); employment experiences of the 1972 senior class (employment experiences of individuals over time and average hourly wages earned by type of occupation); family formation patterns of the 1972 senior class (marital status in 1986, trends in marriage 1973-1986, trends in marital dissolution 1974-1986, parenting status in 1986, and trends of parenting); and civic participation and attitudes of the 1972 senior class (self-concept and locus of control, civic participation, and opinions about elementary and secondary education). Some of the major findings are as follows: in 1986, 44% of 1972 high school seniors still expected to continue their education; employment patterns differed by sex; in each year between 1973 and 1986, women were more likely than men to have been parents; and substantial proportions of the 1972 seniors agreed that there are serious problems facing elementary and secondary schools. Four appendices consist of methodology and technical notes; tables of regression coefficients and adjusted means; data for figures; and means, standard errors, and sample sizes for tables. Tables are included. (SM)

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Analysis Report **August 1988**

National Longitudinal Study 1972

A Descriptive Summary of 1972 High School Seniors: Fourteen Years Later

Contractor Report

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Analysis Report **August 1988**

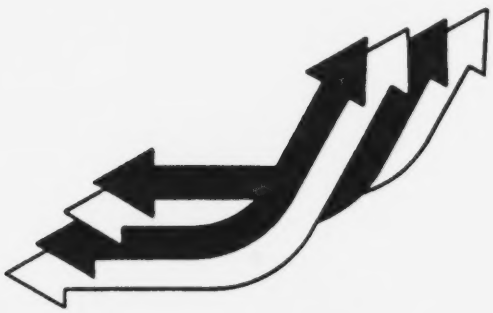
National Longitudinal Study 1972

A Descriptive Summary of 1972 High School Seniors: Fourteen Years Later

Contractor Report

Eva Eagle
Robert A. Fitzgerald
Antoinette Gifford
John Tuma
MPR Associates, Inc.

C. Dennis Carroll
Project Officer
National Center for Education Statistics



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NOTE: The name of the Center for Education Statistics (CES) has been changed to the National Center for Education Statistics (NCES). Because this report was written before the name was changed, all references are to the Center for Education Statistics or CES.

FOREWORD

This is the sixth in a series of descriptive summaries about the status of 1972 high school seniors. It uses information from National Longitudinal Study's base-year (1972), first follow-up (1973), second follow-up (1974), third follow-up (1976), fourth follow-up (1979), and fifth follow-up (1986) surveys, and reports the results of longitudinal analyses of education and employment. The purpose of all capsule descriptions of the 1972 senior class has been to paint with a broad brush a general picture of these students. The previous descriptive summaries examined the status of 1972 seniors in 1974, 1976, and 1979. This report provides both a general overview of the activities and attitudes of these students in 1986 and also describes their experiences over the period from 1972 to 1986.

The NLS-72 data are a rich source of information on the activities of high school graduates, on the consequences of alternative choices during young adulthood, and outcomes from these choices during early middle age. This report demonstrates the breadth of these data in the areas of education, employment, family formation, and attitudes. Due to limitations of space, the analysis is restricted to a few important subgroups—mainly sex, race, and socioeconomic status. Many other subgroups deserve attention. Variation in outcomes according to high school test scores, high school grade averages, home language, family size, among others, can and should be examined in more detail.

The National Center for Education Statistics (NCES) plans to conduct or to sponsor a number of analytical reports that will address a variety of topics in greater detail than that provided here. Among the topics to be addressed in future NCES analytic studies are Persistence in College, Impact of Vocational Education, College Offerings and Enrollment, and Student Financial Aid in Colleges.

We hope that this report will inspire other researchers to use these data to pursue their own interests. The National Center for Education Statistics (NCES) has computer tapes available to those wishing to carry out their own analysis of special questions and issues. NCES also maintains a large set of summary statistics on a microcomputer database. Statistics contained in the database cover the same topics described in this report but in much greater detail.

Information about obtaining NLS-72 computer tapes is available from the U.S. Department of Education, Office of Educational Research and Improvement, Information Technology Branch, 555 New Jersey Avenue, N.W., Room 215, Capitol Place Building, Washington, D.C. 20208-1227.

Samuel S. Peng, Director
Postsecondary Education
Statistics Division
National Center for Education Statistics
Office of Educational Research
and Improvement

C. Dennis Carroll, Chief
Longitudinal Studies Branch
National Center for Education Statistics
Office of Educational
Research and Improvement

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The authors wish to thank all those persons who contributed to the production of this descriptive summary. Ellen Liebman built the files for the work history, educational history, and marital history composite variables used in many of the analyses, in addition to producing the tables included in this report. We could not have produced so extensive a report without Ellen's intimate knowledge of the NLS-72 datasets, and her willingness to endure our endless requests for "just one more run." Leslie Retallick, Sandi Yuen, and Chris Ogden performed a number of critical tasks throughout the process of completing the report, including downloading tables from a mainframe computer to be reformatted for publication and preparation of graphics and appendices. Their ability to work cheerfully under great stress served as a model that the rest of us were largely unable to emulate. Kathy Dodge copy edited the entire manuscript. Kathy's careful eye saved us from what we hope were our worst errors. Whatever elegance of style occurs here is largely due to her. Special thanks go to Gary Hoachlander, who provided thoughtful guidance throughout the long process of developing this report, and who carefully reviewed the content of the final draft.

We would also like to acknowledge the careful reading of this report by a panel of outside reviewers: Dan Savage of the American Association of Community and Junior Colleges, Val Plisko and Jerry Bushee of the Office of Planning, Budget, and Evaluation, Department of Education, and Phil Kaufman and Charles Cowan of NCES.

Finally, we would also like to thank those members of the NCES staff who have worked closely with us on this project: C. Dennis Carroll, Chief, Longitudinal Studies Branch, and Carlyle E. Maw, Statistician.

SUMMARY OF MAJOR FINDINGS

Educational Experiences

- Sixty-six percent of the 1972 high school seniors enrolled in some form of postsecondary education by 1986, with most students enrolling immediately after high school graduation.

- Fifty-eight percent of those who entered postsecondary education by 1986 received some type of degree. Attendance not resulting in a degree was most common among students from families with low socioeconomic status and among racial/ethnic minorities.

- Twelve percent of those who ever enrolled in postsecondary education received advanced degrees, another 29 percent received four-year degrees, and an additional 17 percent received one-year or two-year degrees.

- Students from families with high socioeconomic status were more likely to receive four-year degrees and advanced degrees than those from families with medium status, and these students were more likely to receive such degrees than those from families of low status. Students from families with high socioeconomic status were less likely to receive one-year or two-year degrees than other students.

- In 1986, 44 percent of 1972 high school seniors still expected to continue their education.

Employment Experiences

- High school graduates who did not complete any postsecondary education were less likely to be employed full-time than members of the other educational groups. Those with a high school diploma only were also more likely to be out of the labor force than those with more formal education.

- Employment patterns differed by sex. Males were more likely than females to be employed continuously full-time, and females were more likely than males to be employed part-time or to be out of the labor force.

- Males earned higher hourly wages on average than females. Furthermore, females with an advanced degree earned almost twice what females with only a high school diploma earned; males with an advanced degree earned about a third more than males with only a high school diploma.

- Patterns of employment were not strongly associated with race/ethnicity. However, whites generally earned more on average than blacks with similar patterns of employment and levels of educational achievement. This pattern did not hold among those with an advanced degree.

- Among 1972 high school graduates, those from families in the upper socioeconomic quartile were more likely to be employed continuously full-time than those from the lower quartile. In addition, those from the lowest and the middle quartiles were more

likely to be out of the labor force between 1979 and 1986 than 1972 graduates from the upper quartile.

Family Formation Patterns

- In 1986, 68 percent of the 1972 seniors were married, 12 percent were divorced, widowed, or separated, 4 percent were living with their partner, and 16 percent had never married.

- Throughout their early adulthood women were more likely to have been married than men. As students matured, the differences narrowed between the proportion of women and men who were married.

- Enrollment in higher education was associated with delays in marriage. In the early years following high school, 1972 seniors who enrolled in postsecondary education were less likely to have been married than those who did not. Among those who did enroll in higher education, there were also significant differences between those who received a BA or higher and those who received less than a four-year degree. Over the 14 year period, differences between all students narrowed. By 1986 there were no significant differences between students with different levels of postsecondary education.

- By 1986, 68 percent of the 1972 seniors were parents. Twenty-one percent had one child, 30 percent had two children, 14 percent had three children, and four percent had four or more children.

- In each year between 1973 and 1986, women were more likely than men to have been parents. By 1986, 67 percent of women and 56 percent of men were parents.

Civic Participation and Attitudes

- Women had lower self-concept scores than men in the base year and succeeding follow-up surveys. Women were generally more likely to believe they could control events affecting their lives, but the differences between men and women tended to narrow over the fourteen year period covered by NLS-72.

- Family socioeconomic status in 1972 was associated with self-concept and locus of control scores even after fourteen years: higher SES was associated with higher self-concept and a greater feeling of being able to control events affecting one's life.

- The proportion of 1972 seniors registered to vote was 68 percent in 1974; twelve years later 78 percent reported being registered. About 70 percent of the seniors reported having voted in elections for local, state, or national elections.

- Both registration and voting were higher among students with higher SES. Differences between the upper and lower SES quartiles tended to narrow between 1974 and 1986 but they remained statistically significant.

- Substantial proportions of the 1972 seniors agreed that there are serious problems facing elementary and secondary schools. There were few differences in opinions between those seniors who have children and those who do not.

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INTRODUCTION

During the fourteen years following high school graduation, members of the 1972 senior class entered the adult world. Sixty percent pursued some form of postsecondary education during those years, and nearly 40 percent earned some form of postsecondary degree. Almost 80 percent were employed between 1979 and 1986, and half of those were employed full-time continuously during that period. Besides beginning work and school, the 1972 high school seniors were marrying and establishing families. In February 1986, 66 percent of the 1972 seniors were married and 13 percent were divorced, widowed, or separated. As they grew older, the 1972 seniors expanded their involvement in their communities. Although 68 percent of the 1972 high school seniors had registered to vote by 1974, 78 percent had registered to vote by 1986.

This descriptive report presents detailed information on the activities of 1972 seniors between high school graduation and February 1986. The major topics discussed are educational attainment, work history, marital history, attitudes, and civic participation. Using information spanning 1972 through 1986, this report provides both a longitudinal picture of these students' activities during the first fourteen years after high school and a snapshot of their status in 1986.

The data collected for the National Longitudinal Study contain a diverse collection of classification variables. The analyses reported here are organized around differences by race/ethnicity, sex, and socioeconomic status. These variables are of general interest, and they facilitate comparisons in the areas of education, work, family formation, attitudes, and civic participation. In addition, the differences among students with varying levels of educational attainment are reported for activities outside of postsecondary education. Where appropriate, other classification variables are also examined.[1]

Although the emphasis of this report is on patterns of change, this first section begins by examining what the 1972 high school seniors were doing the first week in February 1986. Seventy-nine percent of the 1972 high school seniors reported they were working during the first week of February 1986. Six percent reported they were seeking work, laid off, or taking some sort of "break" from work. Fourteen percent of the cohort reported they were keeping house without another job, and eight percent reported attending school. Just over one percent reported being on active duty in the Armed Forces.[2]

---

[1] A complete list of classification variables can be found in Tourangeau *et al, National Longitudinal Study of the High School Senior Class of 1972 Fifth Follow-Up (1986) Data File User's Manual.*

[2] Respondents could indicate more than one activity, so the percentages reported here are likely to be higher than those based on a question forcing respondents to make an exclusive choice. Due to the multiple responses, percentages may sum to more than 100%.

The proportions of men and women engaging in some of these activities were quite different. While 89 percent of the men reported working, 70 percent of the women did so.[3] Only one percent of the men reported keeping house, compared to 26 percent of the women. More men than women reported being on active duty in the Armed Forces: two percent compared to less than one percent. These differences between the proportions of men and women working, keeping house, and serving on active duty were also significant when whites, blacks, or Hispanics were studied separately.

Table 1
Self-Reported Status of 1972 Seniors During the First Week of February 1986[4]

		Male				Female			
Status	Total†	All Men	Hispanic	Black	White	All Women	Hispanic	Black	White
Working	79	89	91	86	89	70	79	77	69
On Layoff or Looking for Work	6	7	7	7	7	5	4	9	5
Keeping House	14	1	1	3	1	26	21	18	28
In Armed Forces	1	2	2	4	2	*	*	1	*
In School	8	8	6	10	8	8	9	7	8

†Figures in table are percentages.

* Less than one percent

Table 1 reports separately the percentage of men and women of three different race/ethnicity groups who reported engaging in each activity. There were no statistically significant differences among black, Hispanic, and white males in the proportion participating in these activities.

There were significant differences in the activities of females of different racial/ethnic background. The self-reported employment rate for white females was lower than that for Hispanic or black females in 1986. While 69 percent of the white females were employed, 79 percent of Hispanic females and 76 percent of black females reported employment. Similarly, the proportion of white females reporting they were keeping house at this time was higher than that for blacks or Hispanics: 28 percent compared to 21 percent for Hispanics and 18 percent

[3] Differences among groups reported throughout the text are evaluated using a two-tailed t-test. Unless otherwise noted, all differences reported were significant to the $p \leq .05$ level. Standard errors for all tables are shown in Appendix D.

[4] Source: NLS-72 fifth follow-up survey (1986). Respondents were asked to check all categories that applied, so the column percentages may sum to more than 100%. Native Americans and Asians are included in the figures for men, women, and the sample as a whole.

for blacks. Nine percent of black women were laid off or otherwise out of work, compared to rates of five percent for whites and four percent for Hispanics. As for the 1972 senior males, there were no significant differences among the 1972 senior females in the proportion attending school by 1986.

Outline of the Report

Chapter 1 examines the educational progress of 1972 seniors to 1986. The chapter begins with a discussion of enrollment rates and patterns in postsecondary education for all members of the 1972 senior class. The major emphasis of this chapter is degree attainment for students who entered postsecondary education by 1986. Since the level of attainment for these students varied with demographic characteristics and previous education experiences, Chapter 1 explores these differences at some length. Chapter 1, and all of the chapters of this report, show results separately for those 1972 seniors who were white, black, and Hispanic. Separate results for Native Americans and Asians are not shown because sample sizes were too small to produce reliable estimates.

Chapter 2 focuses on labor force participation between 1979 and 1986. By the start of this period most 1972 seniors had already completed their postsecondary education and embarked on their careers. Using a specially constructed longitudinal summary measure, this chapter describes patterns of employment for members of the 1972 senior cohort. It also analyzes wages in relation to patterns of employment and education. Variations in employment patterns are shown for students with different demographic characteristics and different levels of educational attainment.

Chapter 3 presents information on longitudinal trends in marriage and family, as well as students' marital and parental status in 1986. Variations in family formation patterns are shown separately for men and for women. In addition, Chapter 3 analyzes variation in these patterns by race/ethnicity and educational attainment.

Chapter 4 analyzes changes since 1972 in self-concept, registration and voting, membership in voluntary organizations, and opinions about the status of elementary and secondary education. This chapter examines differences among students' attitudes and behavior by demographic characteristics and educational attainment.

Finally, important information about the National Longitudinal Study surveys, the accuracy of estimates presented in the text, and definitions of major variables can be found in Appendix A of this report. Appendixes B, C, and D present additional statistical information for each chapter.

CHAPTER 1
EDUCATIONAL EXPERIENCES OF THE 1972 SENIOR CLASS

This chapter reports on the educational experiences of the 1972 senior class, concentrating on their enrollment and attainment in postsecondary education between high school graduation and 1986. The major findings discussed are the prevalence of enrollment in postsecondary education for these students and their varying levels of attainment. Equally important is the existence of systematic differences among students with different characteristics. Throughout, this chapter reports the educational experiences separately for men and women, for different racial/ethnic groups, and for students of different socioeconomic status (SES).[1] In addition, this chapter also compares attainment for students with different educational background and expectations.

There are three sections in this chapter. The first provides a general picture of enrollment in postsecondary education for the entire 1972 senior class during the 1972-86 period. The second section discusses the attainment of postsecondary degrees by those who entered postsecondary education by 1986. Finally, the third section discusses the continued importance of education to the 1972 seniors fourteen years after high school.

Each section not only describes the overall rates of enrollment or attainment in postsecondary education for 1972 high school seniors but also compares enrollment and attainment among students with different characteristics. Analysis of enrollment and attainment patterns over the fourteen-year period following high school graduation demonstrates that students vary greatly in the outcomes of their studies after high school.

Enrollment in Postsecondary Education for 1972 High School Seniors

Sixty-six percent of all 1972 seniors had attempted some form of postsecondary education by 1986. Even of those who had not expected in 1972 to pursue their education, 26 percent had taken classes at a postsecondary institution.

Enrollment in Postsecondary Education by 1986

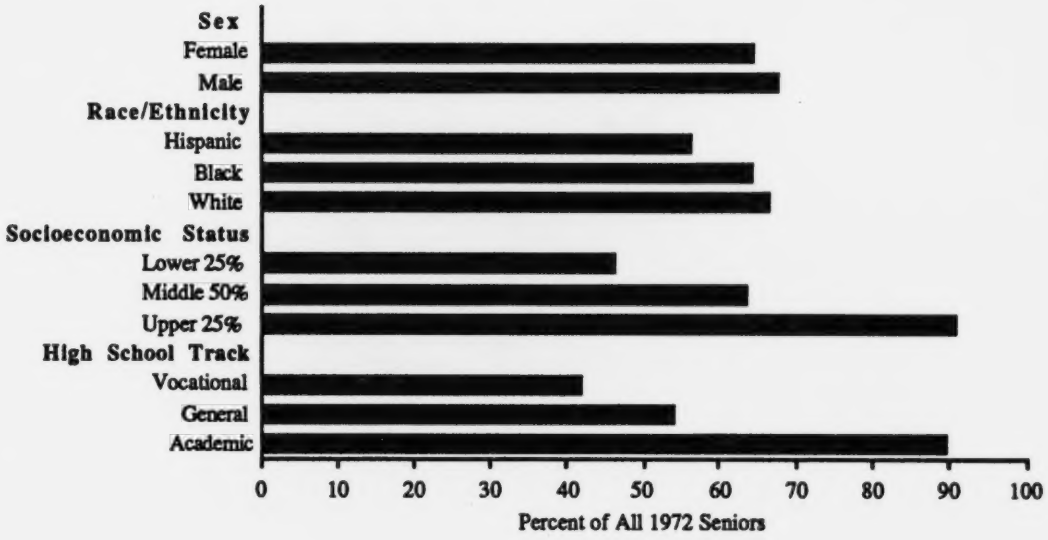
The comparison of enrollment rates for different types of students illustrates that participation in higher education varied somewhat with student characteristics. Figure 1.1 shows the rates of enrollment for students with different sex, race/ethnicity, socioeconomic status, and high school curriculum track.

There were some significant differences in participation rates related to student sex and race/ethnicity. During the fourteen years following high school graduation in 1972, more whites attempted some form of postsecondary education than did Hispanics, 67 percent

[1] For this analysis, students were grouped into quartiles according to the score for their families in 1972 on an index of socioeconomic status created by the Research Triangle Institute for the National Longitudinal Study surveys. Thus students are divided into groups with high SES (the top 25 percent), medium SES (the middle 50 percent), and low SES (the bottom 25 percent). The components of the SES index are described in the technical notes for this report. Students' own socioeconomic status may have changed quite a bit in fourteen years from that of their families in 1972.

compared to 56 percent. The estimated rate of attendance for blacks was 64 percent.[2] There was a slight but statistically significant difference between men and women in the rate of attendance. Sixty-eight percent of the men attempted some form of postsecondary education compared to 64 percent of the women.

Figure 1.1
Percent of 1972 High School Seniors Enrolled in Postsecondary Education, 1972 to 1986[3]



Participation rates in postsecondary education were higher for students with higher socioeconomic status. By 1986, 91 percent of the 1972 high school seniors in the upper quartile for socioeconomic status had enrolled in postsecondary education, compared to 64 percent for those in the middle quartiles, and 46 percent for those in the lowest quartile for socioeconomic status.

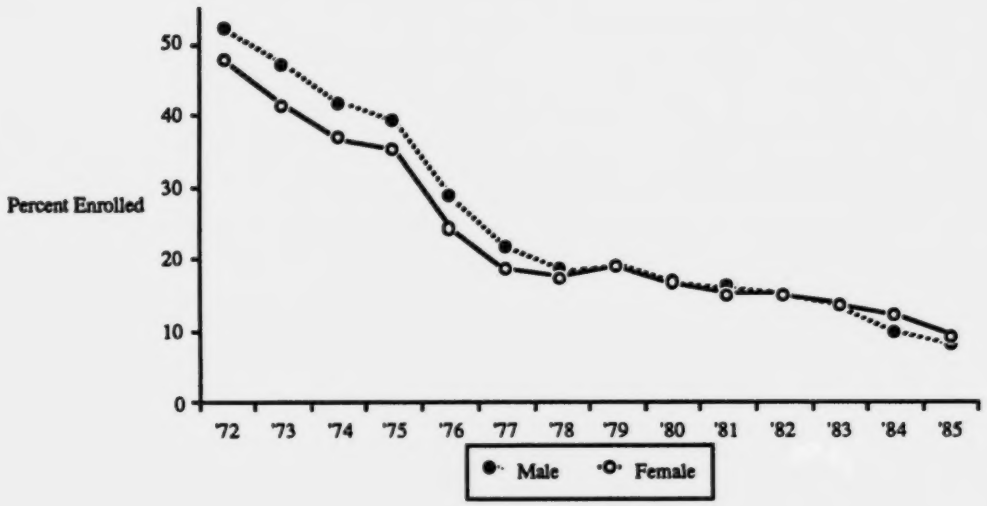
Rates of participation in postsecondary education also varied with the type of curriculum the student pursued in high school. Ninety percent of the students who reported they were in the academic track during high school enrolled in some form of postsecondary education by 1986. The lowest rate of enrollment was for students in the vocational track, 42 percent of whom participated. Fifty-four percent of students in the general track participated in postsecondary education during the 1972-86 time period.

[2] The difference between this rate and that of either Hispanics or whites was not statistically significant.
[3] Percentages and standard errors for data used to construct figures are shown in Appendix C.

Enrollment Patterns Over Time

Nearly half of the 1972 seniors entered postsecondary education during the first school year after high school graduation. This year was the peak of postsecondary enrollment for the 1972 high school seniors. As Figure 1.2 shows, total postsecondary enrollment among both men and women declined steadily for seven years. The biggest yearly decline occurred between the 1975-76 and the 1976-77 school year, the fourth and fifth year after high school graduation. The rate of enrollment did not decline during the 1979-80 school year, but the proportion declined gradually after that. During some portion of the 1985-86 school year, nearly nine percent of the 1972 high school seniors were enrolled in some form of postsecondary education.

Figure 1.2
Percent of 1980 High School Seniors Enrolled in Postsecondary Education Each Year, 1972-73 to 1985-86



Time of Initial Entry into Postsecondary Education

Sixty-eight percent of the 1972 high school seniors who entered postsecondary education did so in the fall of 1972. As Table 1.1 shows, there steady decrease in the rate of new entries into postsecondary education from this cohort over the next fourteen years.

Table 1.1
Timing of Entry into Postsecondary Education: Percent of 1972 High School Seniors Who Entered Postsecondary Education in Each Time Period

	Entry by Oct. 1972	Entry 1972-74	Entry 1974-76	Entry 1976-79	Entry 1979-86
TOTAL	68	10	6	7	9
Sex					
Male	68	11	6	6	9
Female	67	10	7	7	9
Race/Ethnicity					
Hispanic	55	9	8	10	17
Black	61	12	10	9	7
White	69	10	6	6	8
Socioeconomic Status					
Lower 25%	51	10	10	12	16
Middle 50%	65	11	6	7	10
Upper 25%	81	10	4	4	2
High School Curriculum Track					
Academic	80	9	4	4	3
General	58	12	9	9	13
Vocational	40	14	11	13	22

There was no significant difference in the timing of entry for men and women, nor for Hispanics compared to blacks. There were other significant differences for different types of students, however. Sixty-nine percent of white students entered immediately after high school graduation, compared to 55 percent of Hispanics and 61 percent of blacks. Rates of immediate entry for students of different socioeconomic status also varied: 81 percent for the upper quartile, 65 percent for the middle quartiles, and 51 percent for the lowest quartile. High school curriculum track was also associated with the probability of immediate entry into postsecondary education. Of those in the academic track, 80 percent of those who entered postsecondary education during the next fourteen years did so immediately after high school graduation. The lowest rate of immediate entry was for postsecondary students from the vocational track, 40 percent of whom began with the fall semester 1972. General track students were more likely than vocational students and less likely than academic students to enter immediately: 58 percent did so.

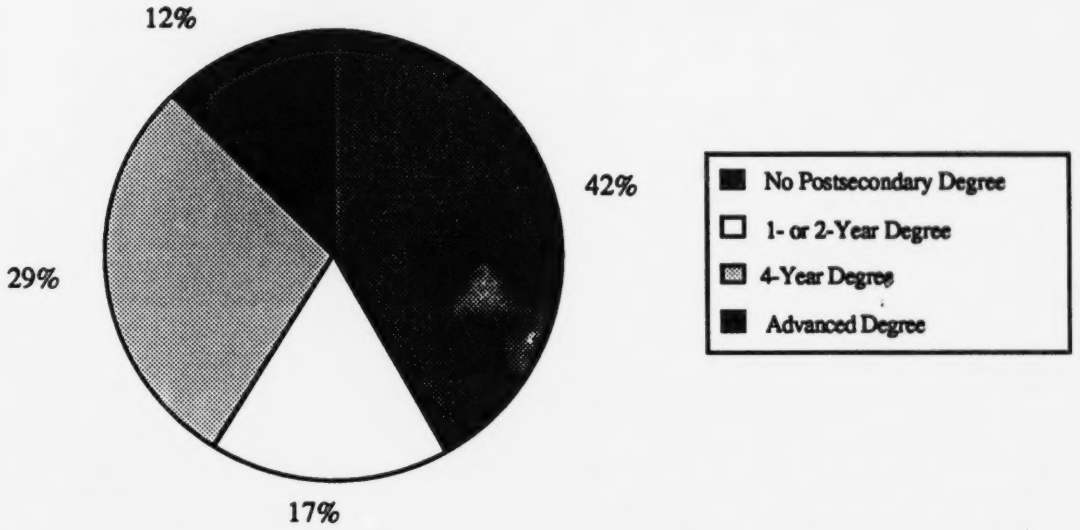
It is interesting to note that nine percent of those with some postsecondary education did not enter until 1979 or later, when they were well into adulthood. There was no significant difference among students with different sex or race/ethnicity, but students with lower socioeconomic status were more likely than those with higher status to enter this late. High school curriculum track was similarly associated with late entry. Twenty-two percent of the vocational students entered after the 1978-79 academic year, 13 percent of the general track students, and only three percent of the academic students.

Attainment in Postsecondary Education

Between 1972 and February 1986, 39 percent of the 1972 high school seniors attained some sort of undergraduate degree. Twenty-three percent received bachelor's degrees, 13 percent received a vocational certificate or an associate of arts degree, and three percent received both a bachelor's degree and another type of undergraduate degree. By 1986, eight percent of the senior class had also attained an advanced degree.

This section reports the highest rates of attainment for those students who entered postsecondary education by 1986. In all tables and figures, degree attainment is divided into four mutually exclusive categories: (1) no postsecondary degree; (2) 1- or 2-year degree; (3) 4-year degree; and (4) advanced degree. The first category includes students who attended from two months to more than two years of postsecondary education but never earned any postsecondary degree or certificate. The second category includes both students with a certificate from a vocational institution and students with an associate of arts (A.A.) degree from a 2-year college or a 4-year institution. Students with this level of attainment did not receive bachelor's degrees. The third category includes students with either a B.A. or B.S. degree, whether or not they also attained a 1- or 2-year degree. The fourth category includes all students who received a postgraduate degree. Students in this category have received a Master's degree, a Ph.D. degree, or a professional degree of any type (e.g.—M.D., L.L.D.).

Figure 1.3 [4]
Percent of 1972 High School Seniors Who Entered Postsecondary Education by 1986 with Various Levels of Postsecondary Attainment



[4] Unless otherwise indicated, all of the tables and figures in this section show the proportion of students who entered some form of postsecondary education by 1986. To calculate the proportion of all 1972 seniors, it is necessary to multiply reported percentages by the proportion of 1972 seniors who entered postsecondary education by 1986, shown in Figure 1.1.

Figure 1.3 shows the highest level of degree attainment for those 1972 seniors who enrolled in any postsecondary education during the fourteen years following high school. Fifty-eight percent of these students attained some form of postsecondary degree by 1986. Twelve percent attained advanced degrees in addition to their undergraduate degrees, another 29 percent attained 4-year degrees, and 17 percent had attained a 1- or 2-year degree.

Forty-two percent of the students who enrolled in postsecondary education attained no postsecondary degree as a result of their enrollment. Those lacking degrees varied in the number of years they had enrolled in postsecondary education by 1986. As Table 1.2 shows, 32 percent of the students without degrees attended less than one year, 25 percent for one or two years, and 43 percent for more than two years.[5]

Table 1.2
1972 High School Seniors Enrolled in Postsecondary Education for Various Lengths of Time, as a Percent of Those Who Enrolled in Some Postsecondary Education 1972-1986 but Received No Postsecondary Degree

Less Than One Year	One or Two Years	More Than Two Years
32	25	43

The levels of postsecondary attainment for the 1972 seniors who enrolled in postsecondary education varied with student characteristics. Table 1.3 below shows the proportion at each level of attainment for different types of students. The rest of this section will discuss the differences among these types of students in postsecondary attainment.

[5] Of all the students without degrees, ten percent were still enrolled in school and may yet attain these.

Table 1.3
Percent of 1972 High School Seniors with Various Levels of Attainment After Enrolling in Postsecondary Education by 1986

	No Postsecondary Degree	1- or 2-Year Degree	4-Year Degree	Advanced Degree
TOTAL	42	17	29	12
Sex				
Male	42	15	30	13
Female	42	18	29	10
Race/Ethnicity				
Hispanic	59	18	14	8
Black	52	16	25	7
White	40	17	30	13
Socioeconomic Status				
Lower 25%	54	20	19	7
Middle 50%	45	19	26	10
Upper 25%	32	11	39	17
High School Program				
Academic	30	13	39	17
General	53	21	21	5
Vocational	65	21	10	4
1972 Plans for Postsecondary Education[6]				
High School Only	70	21	8	1
Vocational	63	28	7	3
2-year College	51	31	13	6
4-year College	31	10	45	14
Advanced Degree	23	6	40	30
Time of Initial Entry into Postsecondary Education				
Immediate	32	15	38	15
Delayed	62	20	12	6

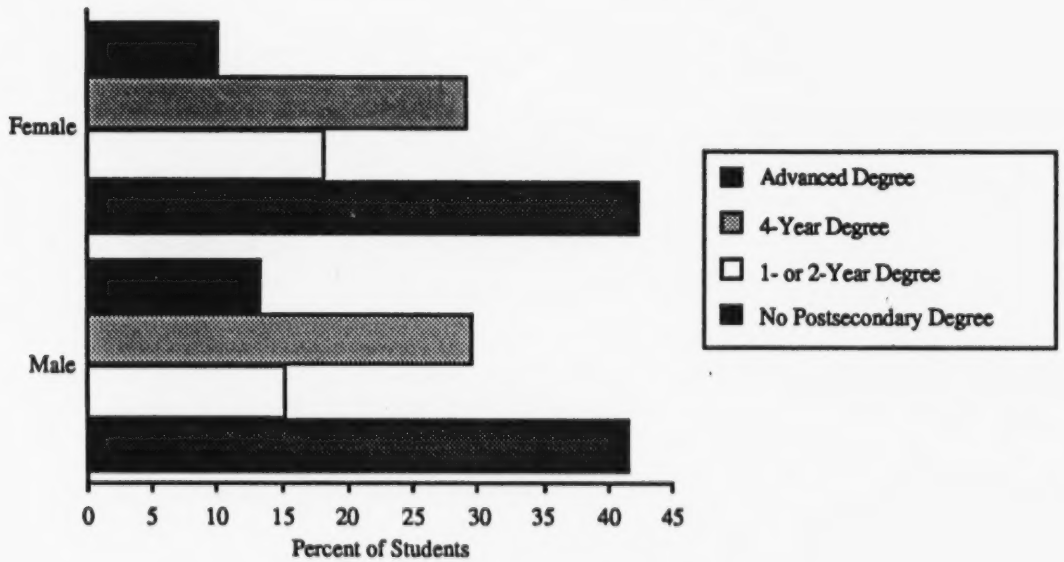
Attainment for Men and Women

Figure 1.4 compares postsecondary attainment for the men and women of the 1972 senior class who entered postsecondary education by 1986. There were differences in

[6] Those students who stated they did not plan to graduate from high school are excluded from this table and from Figure 1.8, due to their small numbers.

postsecondary attainment, although these differences were not significant for all types of degrees. Among both males and females, there were 42 percent without degrees in 1986, although women were somewhat more likely than men to have attended for less than one year (15 percent compared to 12 percent). More women than men ended their postsecondary education with a 1- or 2-year degree (18 percent compared to 15 percent), but there was virtually no difference in the proportion holding the B.A. or B.S. as the highest degree. However, thirteen percent of men received advanced degrees of some sort, compared to ten percent of women.

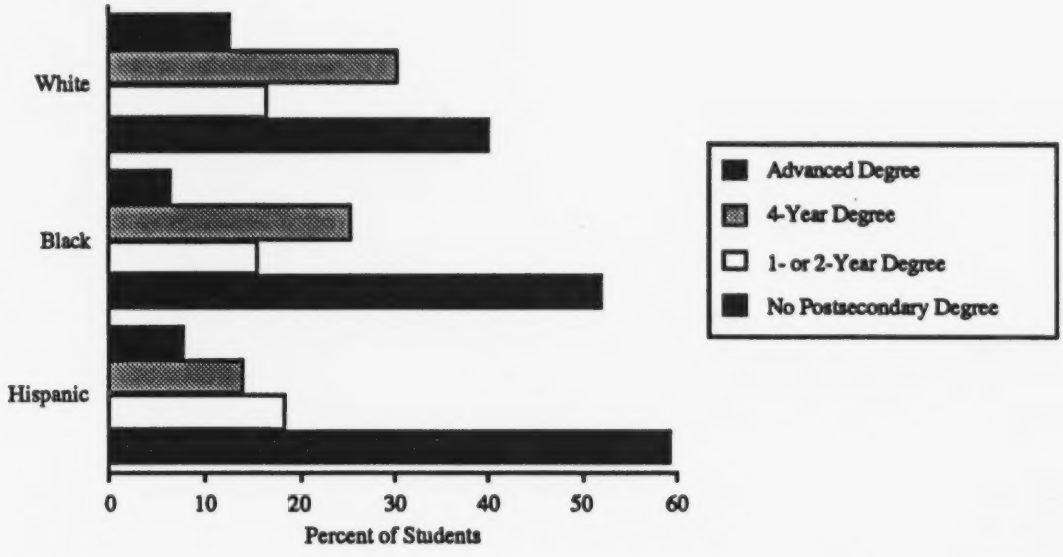
Figure 1.4
Attainment Levels for Males and Females:
Percent of the 1972 High School Seniors Who Entered Postsecondary Education by 1986



Attainment for Different Racial/Ethnic Groups

Figure 1.5 compares postsecondary attainment for the white, black, and Hispanic postsecondary students from the 1972 high school graduating class. Hispanic students were more likely than white students to have no postsecondary degree. Hispanic students were less likely to attain a 4-year or advanced degree than were white students, but there was no statistically significant difference between these two groups in the proportion receiving a 1- or 2-year degree as their highest level of attainment. The only statistically significant difference between Hispanic and black students in their degree attainment was the higher proportion of blacks receiving 4-year degrees. Twenty-five percent of blacks earned a B.A. as their highest degree, compared to 14 percent of Hispanics. Nearly equal proportions of blacks and whites earned 1- or 2-year degrees, and the apparent difference in the proportion with 4-year degrees is not statistically significant. However, blacks were more likely to have left without any degree (52 percent compared to 40 percent) and were less likely to have attained an advanced degree (seven percent compared to 13 percent).

Figure 1.5
Attainment and Race/Ethnicity:
Percent of the 1972 High School Seniors Who Entered Postsecondary Education by 1986

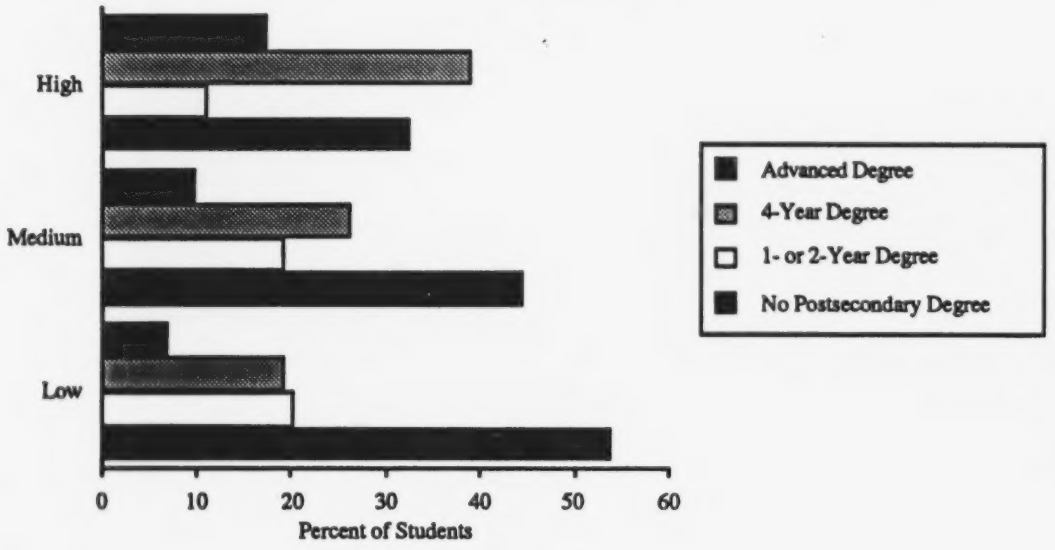


Attainment and Socioeconomic Status

Figure 1.6 compares attainment for postsecondary students from the 1972 high school graduating class with different levels of socioeconomic status. The lower the socioeconomic status, the more likely the student was to have no degree. Thirty-two percent of those in the upper quartile for socioeconomic status had no degree, compared to 45 percent of those in the middle quartile and 54 percent of those in the lowest quartile. Although there was virtually no difference in the proportion of students with medium and low socioeconomic status terminating with 1- or 2-year degrees, those of high socioeconomic status were less likely to have done so.

Socioeconomic status was also associated with attainment of 4-year degrees and advanced degrees. Seven percent of those in the lowest SES quartile received advanced degrees and another 19 percent received a B.A. or B.S. Of those in the upper quartile, 17 percent earned advanced degrees and another 39 percent had earned 4-year degrees. The comparable percentages for those in the middle quartiles for socioeconomic status were ten percent and 26 percent, respectively.

Figure 1.6
Attainment Levels and Socioeconomic Status:
Percent of the 1972 High School Seniors Who Entered Postsecondary Education by 1986

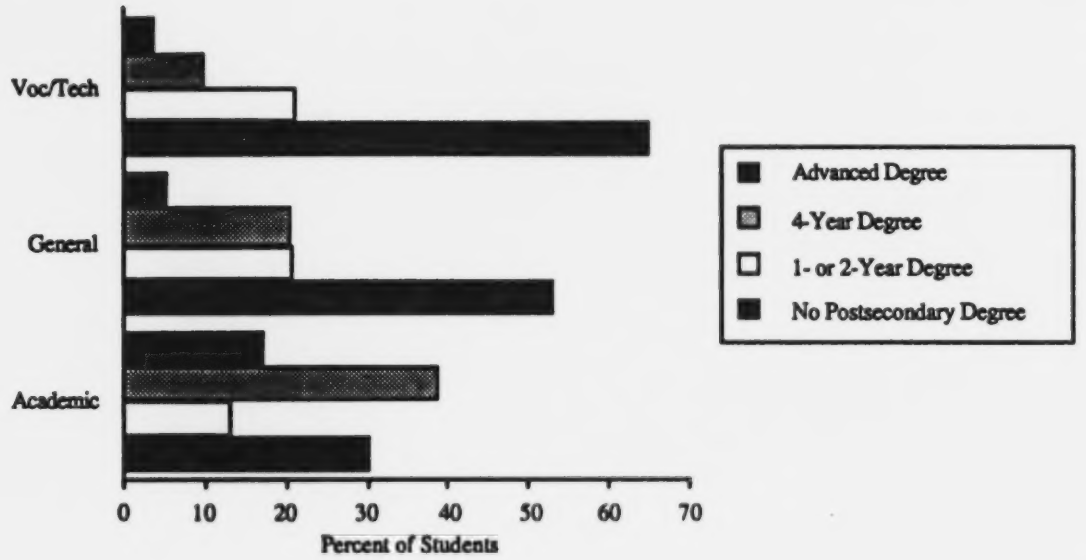


Attainment and High School Curriculum Track

Students' postsecondary attainment also varied with high school curriculum track. Attainment for students in different high school tracks is shown in Figure 1.7. Those who reported they were enrolled in the academic track were more likely to have attained both 4-year and advanced degrees than those in either the general or the vocational track. These students were less likely to attain any degree, and lower proportions of these students terminated with 1- or 2-year degrees.

There were also differences in attainment between those in the general and the vocational curriculum tracks during high school. Students who had been in the vocational/technical track were less likely to achieve any postsecondary degree. Sixty-five percent of these students lacked degrees, compared to 53 percent for students in the general track and 30 percent for students in the academic track. Twenty-one percent of each group attained 1- or 2-year degrees alone. Similarly, there was little difference in the proportion attaining advanced degrees. However, a higher proportion of students in the general academic track received 4-year degrees than students in the vocational track: 21 percent compared to 10 percent.

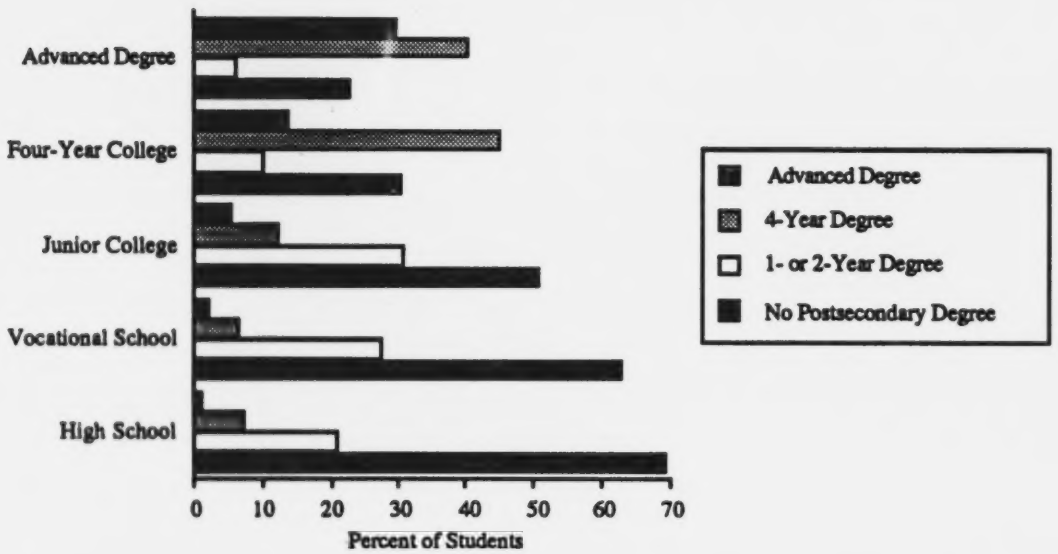
Figure 1.7
Attainment Levels for Students and High School Curriculum Track: Percent of the 1972 High School Seniors Who Entered Postsecondary Education by 1986



Attainment and 1972 Plans for Postsecondary Education

When the 1972 high school seniors were first interviewed, they were asked about their plans for postsecondary education. Specifically, they were asked to indicate the type of education they expected to pursue: high school only, vocational/technical, 2-year college, 4-year college, or advanced degree. As Figure 1.8 shows, students' expectations during their senior year were generally associated with their level of attainment fourteen years after high school. The major exception to this is that those who planned to attend a vocational/technical institution did not differ significantly in their attainment from those who planned only to graduate from high school.

Figure 1.8
Attainment Levels for Students and 1972 Plans for Postsecondary Education: Percent of the 1972 High School Seniors Who Entered Postsecondary Education by 1986



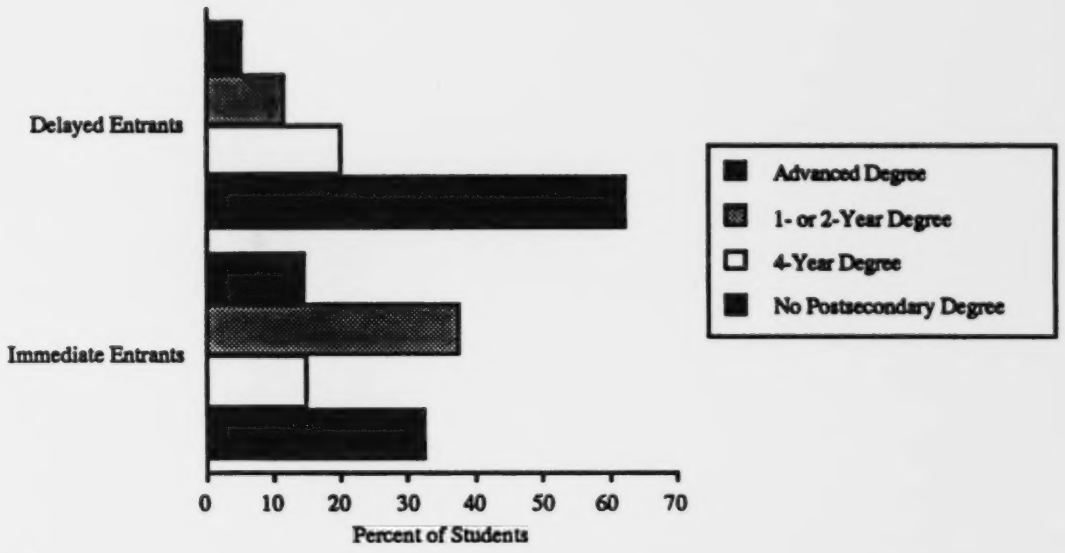
There were significant differences between those who planned to receive an advanced degree and those who planned to attend a 4-year college. These differences occur in the proportion of students at each level of attainment. Students with plans for advanced degrees were more likely to receive one by 1986 (30 percent compared to 14 percent). Those planning to attend a 4-year college rather than pursue an advanced degree were more likely to leave school without any degree (31 percent compared to 23 percent). They were also more likely to receive a 1- or 2-year degree without going on to receive a 4-year degree (10 percent compared to six percent). There was no significant difference between these two groups in the proportion whose highest level of attainment was a 4-year degree.

Those planning to attend a 4-year college showed significantly different levels of attainment than those planning to attend either 2-year college or a vocational/technical program. Those planning on the 4-year program were less likely to have no postsecondary degree in 1986 or to receive a 1- or 2-year degree without receiving a 4-year degree. They were more likely to receive a 4-year degree or to receive an advanced degree.

There were some significant differences in the level of attainment for those with plans for 2-year college and those with plans for a vocational/technical program. Although there was no significant difference in the rate of receiving a 1- or 2-year degree as the highest level of attainment or in the rate of receiving advanced degrees, those with plans for 2-year college were less likely to have no degree (51 percent compared to 63 percent) and more likely to receive a 4-year degree (13 percent compared to seven percent).

The time of entry into postsecondary education was closely related to postsecondary attainment for the 1972 high school seniors who attempted some postsecondary education. Figure 1.9 compares the highest postsecondary attainment of immediate and delayed entrants, showing the proportion of each group receiving no degree, a 1- or 2-year degree only, a 4-year degree, and an advanced degree.[7] While 62 percent of the delayed entrants failed to attain any postsecondary degree, only 32 percent of the immediate entrants failed to do so. The 1- or 2-year degree was more commonly the highest level of attainment for delayed entrants than for immediate entrants (20 percent versus 15 percent). Immediate entrants were more likely to have received a B.A. degree (38 percent compared to 12 percent), and were also more likely to have received an advanced degree (15 percent compared to six percent).

Figure 1.9
Attainment Levels for Students and Time of Entry into Postsecondary Education: Percent of the 1972 High School Seniors Who Entered Postsecondary Education



The differences shown in Figure 1.9 will be slightly reduced as the latest entrants who are still enrolled attain degrees, but these differences cannot be erased by the behavior of these few students.

The Continued Interest in Postsecondary Education

Although the 1972 high school seniors are now in their thirties, some of them are still interested in pursuing postsecondary education. One indicator of the continued interest in postsecondary education is that seven percent of the 1972 high school seniors were enrolled in

[7] Students were considered to be "delayed entrants" if they entered after October 1972.

February 1986. This proportion does not vary significantly among different demographic groups.

When interviewed in 1986, 44 percent of the 1972 senior class stated they still expected to continue their education. The proportion with this expectation is lowest (28 percent) among those who have had no postsecondary education. The proportion is greatest (55 percent) among those who had some postsecondary education but no Bachelor's degree. Forty-eight percent of those with B.A. degrees expected to continue their education.

Table 1.4
Percent of 1972 High School Seniors Who Expect to Further Their Education

	All 1972 Seniors	Those with No Postsecondary Education	Some Postsecondary Education, No BA/BS [8]	Those Who Received a 4-year Degree
TOTAL	44	28	54	48
Sex				
Male	41	26	50	44
Female	47	30	58	53
Race/Ethnicity				
Hispanic	51	25	70	61
Black	65	50	71	77
White	41	26	51	46
Socioeconomic Status				
Lower 25%	42	27	61	59
Middle 50%	44	28	54	51
Upper 25%	45	33	51	43

Table 1.4 shows the proportion of the 1972 high school senior class who expected to continue their education after 1986. Women were somewhat more likely than men to expect to continue, although the difference was not significant for those with no postsecondary education. More blacks than whites of all levels of attainment expected to continue. The proportion of Hispanics who expect to continue was higher than that of whites although lower than that of blacks. Hispanics with B.A. degrees and some postsecondary education were more likely than whites to be interested in further education, but there was no difference between the proportion of Hispanics and whites without any postsecondary education who expected to attempt it.

Socioeconomic status was not significantly associated with expectations for further education among the 1972 seniors as a whole. The one exception to this was among those

[8] These students had some postsecondary education but no four-year degree.

with B.A. degrees, where students from families in the lowest quartile for socioeconomic status were more likely to express an interest than those from families in the highest quartile.

Summary of Findings

For the majority of the 1972 high school seniors, at least some portion of the years from 1972 to 1986 were spent pursuing further education. However, there was much variability among students in the proportion experiencing some postsecondary education and the level of attainment achieved. The survey data for these students point to the following conclusions:

Enrollment in Postsecondary Education

- Sixty-six percent of the 1972 high school seniors enrolled in some form of postsecondary education by 1986, with most students enrolling immediately after high school graduation.
- Students from families with higher socioeconomic status were more likely to enroll in postsecondary education than those with lower status.
- Hispanics were less likely than whites or blacks to enroll in postsecondary education, and women were slightly less likely than men.
- Students in the academic high school curriculum track were most likely to enroll in postsecondary education, those in the vocational track were least likely, and those in the general track enrolled at intermediate rates relative to academic and vocational students.

Attainment in Postsecondary Education

- Fifty-eight percent of those who entered postsecondary education by 1986 received some type of degree. Attendance not resulting in a degree was most common among students from low socioeconomic status and racial/ethnic minorities.
- Twelve percent of those who ever enrolled in postsecondary education received advanced degrees, another 29 percent received 4-year degrees, and an additional 17 percent received 1- or 2-year degrees.
- Students from families with high socioeconomic status were more likely to receive 4-year degrees and advanced degrees than those from families with medium status, and these students were more likely to receive such degrees than those from families of low socioeconomic status. Since students from families with high socioeconomic status received 4-year degrees in high proportions, they were less likely to receive 1- or 2-year degrees than other students.
- There were significant differences in the rate of degree attainment for different racial/ethnic groups. Hispanic and black students were less likely to earn 4-year and advanced degrees than whites.
- Students in the academic high school curriculum track had the highest levels of attainment in postsecondary education, those in the vocational track the lowest.

- Attainment for men and women was equivalent except in the proportion attaining advanced degrees, where men were more likely than women to receive these.

- Levels of postsecondary attainment were associated with levels of aspiration during high school, except that those planning on a postsecondary vocational education did not differ significantly from those with no plans for postsecondary education.

The Continued Interest in Postsecondary Education

- In 1986, 44 percent of 1972 high school seniors expected to continue their education.

- Interest in further education was highest among those with some postsecondary education but no 4-year degree, particularly for Hispanics, blacks, and students with low socioeconomic status.

- More women than men expected to continue their education after 1986.

CHAPTER 2
EMPLOYMENT EXPERIENCES OF THE 1972 SENIOR CLASS

This chapter examines the employment experiences of members of the 1972 graduating class between 1979 and 1986.[1] The employment experiences of these students between 1972 and 1979 has been examined in previous descriptive reports, and there are two advantages to limiting this analysis to the period 1979 to 1986. First, by 1979 members of the class of 1972 were mature adults and were relatively established in their careers. Second, most members of the high school class of 1972 had completed their formal education by 1979; since participation in formal schooling often restricts an individual's availability for employment, focusing on the period between 1979 and 1986 permits direct comparisons of employment experiences across levels of education.

This chapter is divided into two sections. The first section looks at longitudinal patterns of employment by levels of education, and it examines wages as one outcome of employment and education. Employment patterns are examined by sex, race/ethnicity, and socioeconomic status. The second section of this chapter focuses on wages by occupational classification and level of education.

Employment Experiences of Individuals Over Time

Employment is both a dynamic and individual experience. Employment status, for example full- versus part-time, is subject to change, and individuals make decisions about their labor force participation in response to a variety of influences. Aggregate statistics such as the percentage of persons employed in a particular month are useful for describing patterns of employment in the entire population, but such statistics cannot capture patterns of employment for individuals. For this reason a longitudinal variable was developed to reflect different patterns of participation by members of the 1972 graduating class in the labor force between 1979 and 1986.

Different longitudinal employment experiences are reflected in four patterns of labor force participation: 1) continuous full-time employment, 2) intermittent full-time employment, 3) part-time employment, and 4) non-participation in the labor force. The continuous full-time category reflects a pattern of continuous full-time employment between 1979 and 1986, although persons classified as such need not have been in the same job during that whole period. The intermittent full-time category reflects a pattern of alternation between full- and part-time employment, full-time employment and unemployment, full-time employment and non-participation in the labor force, or some combination of all of these. The part-time category includes only those whose pattern of employment was predominantly part-time between 1979 and 1986.[2] The final category, not in the labor force (NILF), includes those who did not meet the minimum requirements for inclusion in one of the other three employment categories, a minimum of 24 months of total employment between October 1979 and February 1986.

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[1] The sample for this chapter is restricted to high school graduates in the NLS-72 data set. There were too few high school non-completers to generate accurate estimates of their employment experiences.

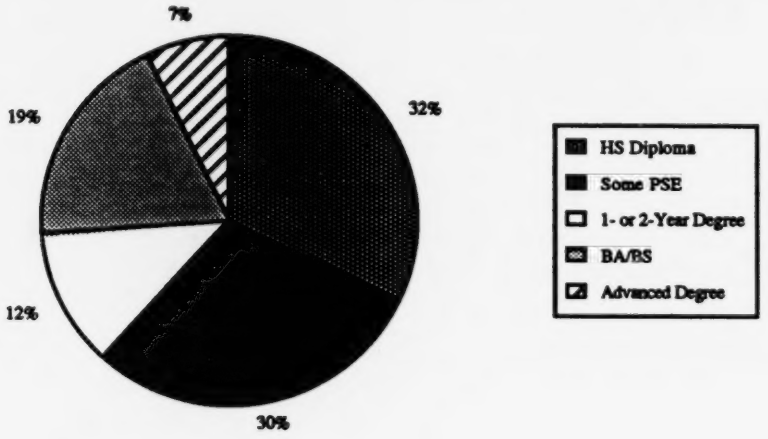
[2] Workers could be included in the part-time category even if they were occasionally employed full-time, provided that their full-time employment did not exceed an average of three months in each twelve months of employment.

These patterns of employment are examined by five levels of educational attainment: 1) high school diploma or equivalent only, 2) some postsecondary education (PSE), 3) 1- or 2-year postsecondary degree, 4) bachelor's degree, and 5) master's degree or higher.[3] The first category includes those who completed high school but did not enroll or complete any postsecondary education. The some postsecondary education category includes 1972 seniors who completed at least one semester of postsecondary education but did not obtain any kind of degree. The 1- or 2-year postsecondary degree category includes those who completed a 1- or 2-year vocational degree or certificate, or who completed a two-year A.A. degree. The other two categories include members of the 1972 graduating class who completed the degree specified.[4]

Proportion of 1972 High School Graduates in the Education and Employment Categories

Figure 2.1 shows that 32 percent of 1972 high school graduates went no further in their education than the high school diploma (or equivalent). Another 30 percent had completed some postsecondary education but had not obtained a degree, while 12 percent had finished a 1- or 2-year postsecondary degree. Nineteen percent of 1972 high school graduates had a bachelor's degree, and seven percent had an advanced degree.

Figure 2.1
Percent of 1972 High School Graduates With Specified Level of Education in 1986



The percentage of 1972 high school graduates with various patterns of employment between 1979 and 1986 is presented in Figure 2.2. The most common pattern of work was continuous full-time employment (39 percent), followed by intermittent full-time employment (34 percent). Seven percent of 1972 high school graduates were employed predominantly part-time between 1979 and 1986, and 20 percent of the class was not in the labor force during this period.

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[3] Educational attainment was measured in 1986. Where a person completed more than one degree, he or she is classified on the basis of the highest degree obtained by 1986. High school non-graduates are excluded from this analysis due to the small sample size in NLS-72.

[4] See Appendix A for a complete description of the criteria used for classifying 1972 seniors in the employment pattern and educational attainment categories.

Figure 2.2
Percent of 1972 High School Graduates with Specified Pattern of Employment Between 1979 and 1986

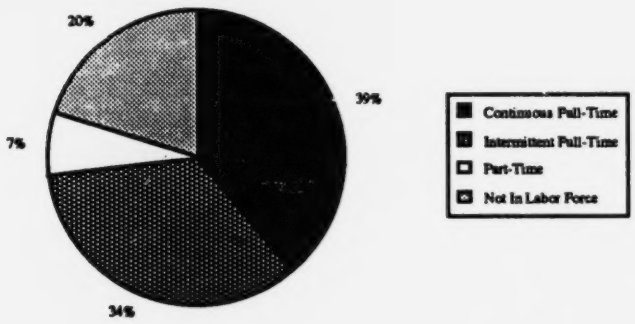


Table 2.1 shows that similar proportions of 1972 graduates in each educational category had like patterns of employment, except that those with a high school diploma only were proportionally less likely than members of other groups to be employed full-time either continuously or intermittently.[5] For example, 33 percent of those with only a high school diploma worked full-time continuously between 1979 and 1986 compared to 40 percent or more of those in each of the other educational categories. Similarly, 30 percent of those with a high school diploma were working intermittently full-time, while 33 percent of those with some postsecondary education, 37 percent with a 1- or 2-year postsecondary degree, 35 percent with a bachelor's degree, and almost half of those with an advanced degree (46 percent) were in this employment category.[6]

Table 2.1
Percent of 1972 High School Graduates With Specified Level of Education, and Percent of Those in the Various Employment Categories Between 1979 and 1986[7]

	Percent of Total With Specified Level of Education	Of Those With Specified Level of Education Percent Who Were			
		Continuous Full-Time	Intermittent Full-Time	Part-Time	Not In Labor Force
Total	100%	39%	34%	7%	20%
HS Diploma	32	33	30	8	29
Some PSE	30	42	33	6	19
1- or 2-Year Degree	12	40	37	9	14
Bachelor's Degree	19	44	35	6	15
Advanced Degree	7	40	46	5	9

[5] The difference between those with a high school diploma and those with some postsecondary education working intermittently full-time was not statistically significant.

[6] The large fraction of 1972 seniors with an advanced degree in the intermittent category is probably partially an artifact of classification system, since many so classified would not have finished their degree by 1979. As a result, they may have been working part-time or not employed during a part of the period 1979 through 1986. The difference between those with a high school diploma only and those with some postsecondary education working intermittently full-time was not statistically significant.

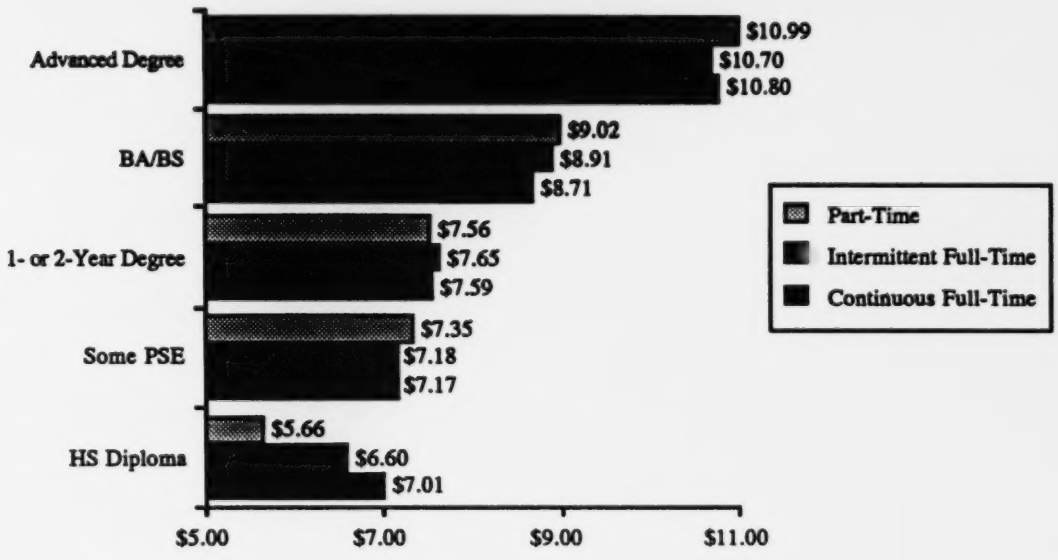
[7] Percentages may not add to 100 percent due to rounding.

Those 1972 graduates who did not complete any schooling beyond the high school diploma were also less likely to be in the labor force than the members of other educational groups. Twenty-nine percent of those with a high school diploma only were not in the labor force compared to 19 percent of those with some postsecondary education, 14 percent of those with a 1- or 2-year postsecondary degree, 15 percent of 1972 graduates with a bachelor's degree, and nine percent of those with an advanced degree.

Relatively small fractions of each educational group were employed predominantly part-time between 1979 and 1986. The differences between the proportions of each group employed part-time were not statistically significant.

Figure 2.3 shows the average hourly wages earned by 1972 high school graduates in February 1986. There were no statistically significant differences in average hourly wages between graduates with the same amount of education but different patterns of employment, except among those with a high school diploma only. Among high school graduates with only a high school diploma, those who worked continuously full-time earned an average hourly wage of $7.01, while those working part-time earned an average of $5.66 per hour.

Figure 2.3
Average Hourly Wages Earned by 1972 High School Graduates by Level of Education and Pattern of Employment

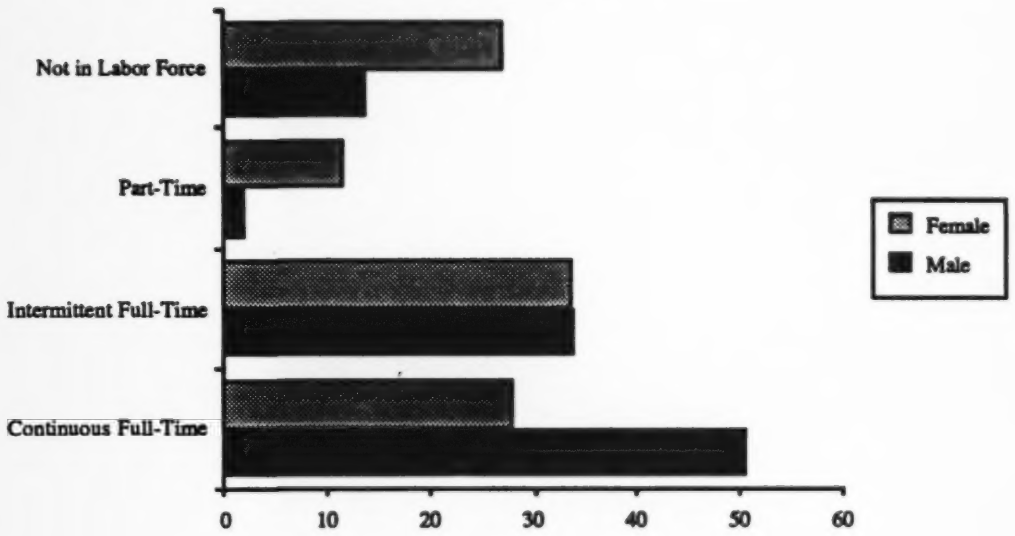


In contrast, comparisons among 1972 seniors with similar patterns of employment but different levels of education show that there were some large differences in average wages. For example, among 1972 seniors working continuously full-time, those with an advanced degree earned an average of $10.80 per hour, compared to $8.71 by those with a bachelor's degree, $7.59 by those with a 1- or 2-year degree, $7.17 by those with some PSE, and $7.01 by those with a high school diploma only. Similar differences are seen in the intermittent and part-time categories.[8]

Patterns of Employment by Level of Education and Sex

Figure 2.4 shows the proportions of males and females in the different employment categories. Males were far more likely to be employed continuously full-time than females, 50 percent to 28 percent. Females were proportionally more likely than males to be employed part-time (12 percent to 2 percent) and to be outside of the labor force (27 percent to 14 percent). Males and females were equally likely to have been employed intermittently full-time.

Figure 2.4
Percent of 1972 High School Seniors in Each of the Employment Categories by Sex



[8] Most of the comparisons between graduates with similar patterns of employment but different levels of education were significant in the two full-time categories. Exceptions to this were the differences between HS diploma and some postsecondary education in the continuous full-time category, and between some postsecondary education and one- or two-year postsecondary degree in both the continuous and intermittent full-time categories. The only differences between adjacent educational categories that were statistically significant among those employed part-time were between those with a bachelor's degree and those with a one- or two-year PSE degree, and between those with some PSE and those with a high school diploma only.

In general, these same patterns of labor force participation are reproduced when they are examined by level of educational attainment. (See Table 2.2.) In all education categories except the advanced degree, males were employed in proportionally greater numbers in the continuous full-time category, females were represented in greater proportions in the part-time and not in the labor force categories, and the two groups were equally represented in the intermittent full-time category. The only statistically significant difference between males and females with an advanced degree was in the proportions with part-time employment: seven percent of females were employed part-time compared to three percent of males.

Table 2.2
Percent of 1972 High School Graduates With Specified Level of Education and Percent of Those in the Various Employment Categories Between 1979 and 1986 by Sex[9]

	Percent of Total With Specified Level of Education	Of Those With Specified Level of Education Percent Who Were			
		Continuous Full-Time	Intermittent Full-Time	Part-Time	Not In Labor Force
Male					
Total	100	50	34	2	14
HS Diploma	31	48	32	1	19
Some PSE	30	54	32	2	12
1- or 2-Year Degree	11	51	37	3	10
Bachelor's Degree	20	53	33	2	12
Advanced Degree	8	42	45	3	9
Female					
Total	100	28	34	12	27
HS Diploma	33	20	28	14	38
Some PSE	30	30	33	10	27
1- or 2-Year Degree	13	30	37	15	18
Bachelor's Degree	19	35	37	9	19
Advanced Degree	6	36	48	7	10

[9] Percentages may not sum to 100 percent due to rounding.

Table 2.3 shows that males generally earned more on average than females in both full-time categories. There was, however, no difference in average wages per hour between men and women with a 1- or 2-year postsecondary degree working continuously full-time, nor were there any statistically significant differences between males and females who had completed an advanced degree in either of the two full-time categories. Similarly, there were no significant differences in average hourly wages between males and females in the part-time employment category when education and employment patterns were controlled.

Table 2.3
Mean Hourly Wages of 1972 High School Seniors by Level of Education, Pattern of Employment Between 1979 and 1986, and Sex

	Continuous Full-Time	Intermittent Full-Time	Part-Time
Males			
HS Diploma	$7.57	$7.69	Low-N
Some PSE	7.62	8.11	Low-N
1- or 2-Year Degree	7.61	8.31	Low-N
Bachelor's Degree	9.23	9.46	8.09
Advanced Degree	11.17	11.11	12.15
Females			
HS Diploma	$5.80	$5.39	$5.56
Some PSE	6.39	6.30	6.73
1- or 2-Year Degree	7.55	7.04	7.75
Bachelor's Degree	7.87	8.31	9.32
Advanced Degree	10.19	10.05	9.84

Table 2.3 also shows that average hourly wages were higher among those with greater amounts of education. However, wage differences between those with a high school diploma only and those with an advanced degree are more pronounced among females than among males. For example, among females working continuously or intermittently full-time, those with only a high school diploma earned about half of what a female with an advanced degree earned on average; among males working continuously or intermittently full-time, those with only a high school diploma earned on average approximately two-thirds of what a male with an advanced degree earned.

Patterns of Employment by Level of Education and Race/Ethnicity

Figure 2.5 shows that there were no differences in the proportions of Hispanics, blacks and whites employed continuously full-time or employed part-time between 1979 and 1986. However, Hispanics were less likely to have been employed intermittently full-time than whites (27 percent compared to 34 percent). There were no statistically significant differences in the proportions of the different racial/ethnic groups employed part-time or out of the labor force.

Figure 2.5
Percent of 1972 High School Graduates in the Various Employment Categories by Race/Ethnicity

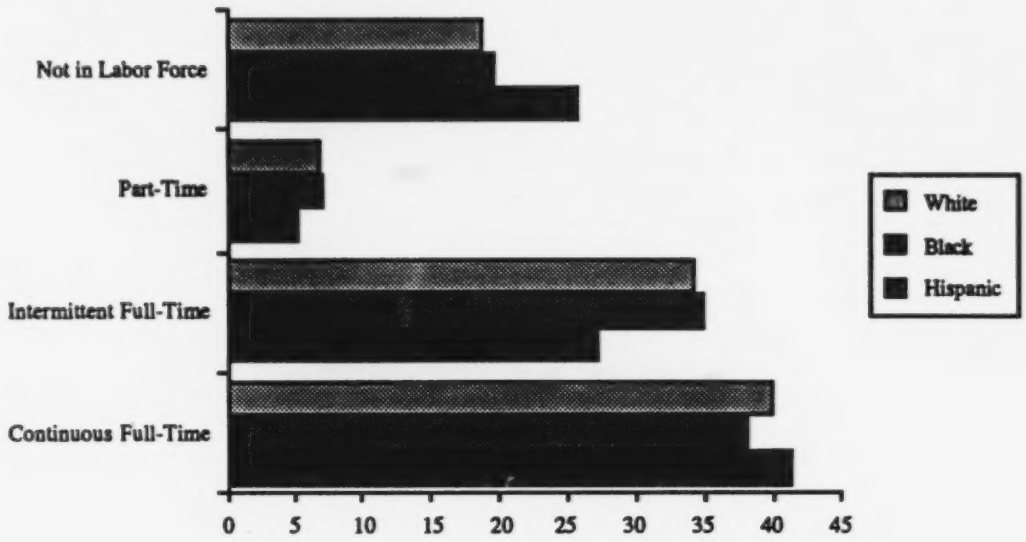


Table 2.4 shows that there were few statistically significant differences in patterns of employment between members of these different groups when their level of educational achievement was controlled. Among 1972 seniors with a bachelor's degree, whites were proportionally more likely to have been employed intermittently full-time than blacks (47 percent compared to 32 percent), and whites with an advanced degree were less likely to be out of the labor force than either blacks or Hispanics (eight percent compared to 24 percent and 17 percent, respectively). There were no other differences in the proportions of each racial/ethnic group with similar patterns of employment and levels of education.

Table 2.4
Percent of 1972 High School Seniors With Specified Level of Education and Percent of Those in the Various Employment Categories Between 1979 and 1986 by Race/Ethnicity[10]

	Percent of Total With Specified Level of Education	Of Those With Specified Level of Education Percent Who Were			
		Continuous Full-Time	Intermittent Full-Time	Part-Time	Not In Labor Force
Hispanic					
Total	100	41	27	5	26
HS Diploma	42	30	23	6	41
Some PSE	35	52	28	4	15
1- or 2-Year Degree	12	46	34	4	16
Bachelor's Degree	8	54	27	8	11
Advanced Degree	4	27	47	9	17
Black					
Total	100	38	35	7	20
HS Diploma	31	36	35	10	18
Some PSE	38	43	32	5	20
1- or 2-Year Degree	12	32	44	10	14
Bachelor's Degree	16	36	34	4	26
Advanced Degree	4	37	32	7	24
White					
Total	100	40	34	7	19
HS Diploma	32	34	31	8	28
Some PSE	29	42	33	7	18
1- or 2-Year Degree	12	41	37	9	13
Bachelor's Degree	20	45	35	6	14
Advanced Degree	8	41	47	5	8

Table 2.5 shows that there were few statistically significant differences in average hourly wage rates between members of the different racial/ethnic groups when their level of education and pattern of employment were similar. However, among 1972 seniors with a high school diploma only working continuously full-time, blacks earned an average of $5.89 per hour compared to an average of $7.26 per hour earned by Hispanics and $7.11 per hour earned by whites. Similarly, among those with a bachelor's degree who worked continuously full-time, whites earned an average of $8.76 per hour, Hispanics earned an average of $8.94 per hour, and blacks earned an average of $7.97 per hour.[11] Similar differences were evident in the intermittent full-time category as well. However, among 1972 seniors with an advanced degree, blacks and whites working continuously full-time earned approximately the same wages per hour.

[10] Percentages may not sum to 100 due to rounding.

[11] The difference in hourly wages between Hispanics and blacks with a bachelor' degree working continuously full-time was not statistically significant.

Table 2.5
Mean Hourly Wages of 1972 High School Seniors by Level of Education, Pattern of Employment Between 1979 and 1986, and Race/Ethnicity[12]

	Continuous Full-Time	Intermittent Full-Time
Hispanic		
HS Diploma	$7.26	$5.90
Some PSE	7.28	6.24
1- or 2-Year Degree	6.87	7.93
Bachelor's Degree	8.94	*
Advanced Degree	*	*
Black		
HS Diploma	$5.89	$5.38
Some PSE	5.85	6.29
1- or 2-Year Degree	6.58	6.33
Bachelor's Degree	7.97	7.30
Advanced Degree	10.66	*
White		
HS Diploma	$7.11	$6.76
Some PSE	7.32	7.36
1- or 2-Year Degree	7.70	7.84
Bachelor's Degree	8.76	9.03
Advanced Degree	10.86	10.55

*Too few observations to produce reliable estimates.

Patterns of Employment by Level of Education and Socioeconomic Status

Figure 2.6 shows that 42 percent of 1972 high school graduates from the highest socioeconomic quartile in 1972 were employed continuously full-time, as were 39 percent of those from the middle two quartiles and 36 percent of those from the lowest socioeconomic quartile.[13] Another 36 percent of 1972 graduates from the upper socioeconomic quartile were employed intermittently full-time between 1979 and 1986, and 32 percent of those from the lower and from the middle two quartiles had this pattern of employment. A slightly larger fraction of seniors from the lowest socioeconomic quartile in 1972 were employed part-time than from the middle two quartiles, eight percent to six percent, but there was no statistically significant difference in the proportions of the highest and lowest socioeconomic groups with this pattern of employment. Figure 2.6 also shows that 1972 seniors from the lower three quartiles were proportionally less likely to have been in the labor force than 1972 seniors whose socioeconomic background was the highest quartile: 23 percent of those from the lower quartile and 22 percent of those from the middle two quartiles were out of the labor force compared to 15 percent of those from the highest socioeconomic group.

[12] Part-time was excluded from this table because there were too few observations in most cells to produce reliable estimates.

[13] The difference between the fractions of those from the upper and the middle quartiles employed continuously full-time was not statistically significant.

Figure 2.6
Percent of 1972 High School Graduates with Specified Pattern of Employment by Socioeconomic Status

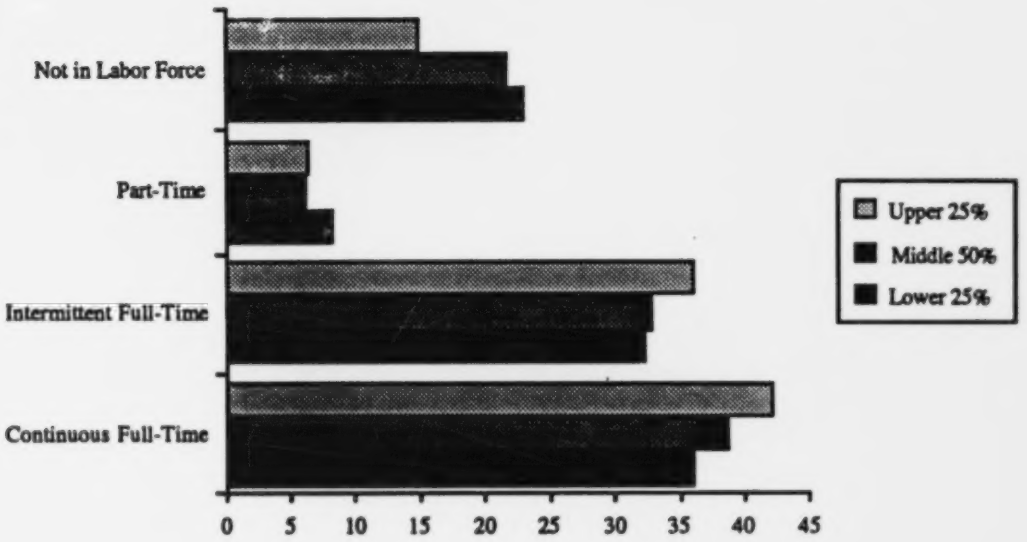


Table 2.6 shows the percentage of 1972 graduates with specified patterns of employment by socioeconomic status and level of education. Among graduates with similar patterns of employment and levels of education, few differences between socioeconomic quartiles were statistically significant. However, among 1972 seniors with an advanced degree, three percent of those from the middle two quartiles were employed part-time, compared to six percent of those from the upper quartile and eight percent of those from the lowest quartile. Also among those with an advanced degree, 16 percent of 1972 seniors from the lowest socioeconomic quartile were out of the labor force, in contrast to 11 percent of those from the middle quartiles and seven percent of those from the upper quartile.[14]

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[14] The differences between the lower and middle quartiles and between the middle and upper quartiles were not statistically significant.

Table 2.6
Percent of 1972 High School Graduates With Specified Level of Education and Percent of Those in the Various Employment Categories Between 1979 and 1986 by Socioeconomic Status[15]

	Percent of Total With Specified Level of Education	Of Those With Specified Level of Education Percent Who Were			
		Continuous Full-Time	Intermittent Full-Time	Part-Time	Not In Labor Force
Lower 25%					
Total	100	36	36	8	23
HS Diploma	50	31	30	9	30
Some PSE	27	43	32	7	18
1- or 2-Year Degree	11	37	38	9	15
Bachelor's Degree	9	43	38	6	14
Advanced Degree	3	37	40	8	16
Middle 50%					
Total	100	39	33	6	22
HS Diploma	34	33	31	7	29
Some PSE	31	41	32	6	21
1- or 2-Year Degree	13	41	37	9	13
Bachelor's Degree	17	44	33	5	18
Advanced Degree	5	43	44	3	11
Upper 25%					
Total	100	42	36	6	15
HS Diploma	9	44	26	7	24
Some PSE	31	43	34	6	17
1- or 2-Year Degree	10	39	35	9	17
Bachelor's Degree	35	44	36	6	14
Advanced Degree	15	38	48	6	7

Table 2.7 shows that there were relatively consistent wage differences between 1972 seniors from the upper and lower quartiles with similar patterns of employment and levels of educational achievement. For example, among seniors with only a high school diploma working continuously full-time, those from the upper socioeconomic quartile earned an average hourly wage of $8.02, while those from the lower quartile earned $6.48 on average. These differences persist through the bachelor's degree, but there was no statistically significant difference in average hourly wages among 1972 seniors from the highest and lowest quartiles with an advanced degree. Similar differences were apparent in the intermittent full-time and part-time categories.

[15] Percentages may not sum to 100 percent due to rounding.

Table 2.7
Mean Hourly Wages of 1972 High School Graduates by Level of Education, Pattern of Employment Between 1979 and 1986, and Socioeconomic Status

	Continuous Full-Time	Intermittent Full-Time	Part-Time
Lower 25%			
HS Diploma	$6.48	$5.96	$5.45
Some PSE	6.67	6.25	6.16
1- or 2-Year Degree	6.71	7.03	5.63
Bachelor's Degree	7.97	7.79	Low-N
Advanced Degree	9.74	10.24	Low-N
Middle 50%			
HS Diploma	$7.16	$7.08	$5.72
Some PSE	7.21	7.45	6.75
1- or 2-Year Degree	7.53	7.79	8.05
Bachelor's Degree	8.39	8.79	8.03
Advanced Degree	10.46	9.89	Low-N
Upper 25%			
HS Diploma	$8.02	$6.54	Low-N
Some PSE	7.54	7.45	9.82
1- or 2-Year Degree	8.62	7.96	8.33
Bachelor's Degree	9.16	9.34	9.54
Advanced Degree	11.19	11.29	12.26

In contrast, there were no consistent differences in average hourly wages, controlling for education and pattern of employment, between those in the middle two quartiles and those in the upper or lower quartiles. For example, among those with only a high school diploma working continuously full-time, 1972 seniors from the middle socioeconomic quartile earned an average of $7.16 per hour compared to $6.48 by those from the lower quartile and $8.02 by those from the upper quartile. The former difference is statistically significant, but the latter difference is not. In contrast, there were differences in average wages between the middle two quartiles and either the upper or lower quartile among those with some postsecondary education working continuously full-time.

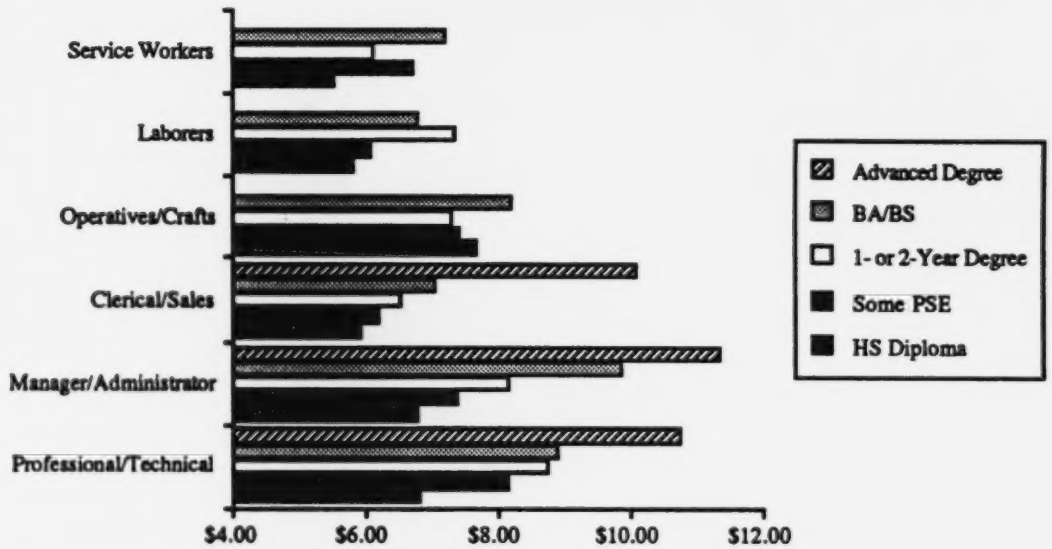
Average Hourly Wages Earned by Type of Occupation

Figure 2.7 displays the average hourly wages earned by 1972 seniors in February 1986 by level of education and type of occupation.[16] Wages differed by occupational category, even when education was controlled. For example, those in the managerial/administrative occupations who had completed a bachelor's degree earned an average hourly wage of $9.85, while those with a similar level of education in the professional/technical fields earned an

[16] The occupational categories were defined by the Department of Labor occupational codes. Aggregation of these codes into the categories displayed here is explained in Appendix A. In general, these aggregated categories were devised to reflect relatively similar types of occupations, although in some cases, aggregations were made to preserve cell size as well.

average of $8.91 and those in the laborer occupations earned $6.81. Similarly, average wages among those with only a high school diploma ranged from a low of $5.55 in the service occupations to a high of $6.84 among those in the professional/technical fields. Equivalent differences are seen in the other educational categories with the exception of the advanced degree category: average hourly wages among those with an advanced degree ranged from a low of $10.10 for those in clerical/sales occupations to a high of $11.35 among those in the managerial/administrative occupations.

Figure 2.7
Average Hourly Wages Earned by 1972 High School Seniors in Various Occupations by Level of Education



The pattern of higher earnings among those with higher levels of education was pronounced in three of the occupational categories: professional/technical, manager/ administrator, and clerical/sales. For example, 1972 graduates who had completed an advanced degree earned an average hourly wage of $11.35 as managers/administrators, those with a bachelor's earned an average hourly wage of $9.85, graduates with a 1- or 2-year postsecondary degree earned an average of $8.18, those with some postsecondary education earned $7.40 on average, and those with only a high school diploma earned an average hourly wage of $6.79.

However, the same pattern of lower average wages earned by those with less education did not hold among 1972 seniors who were employed as service workers, laborers, or operatives/craftspersons.[17] Within these three occupational categories the relationship between education and average wages were not as pronounced. For example, among laborers, those with a 1- or 2-year postsecondary degree earned wages that did not differ significantly from the wages earned by those with a bachelor's degree, $7.37 compared to $6.81. Among operatives and craftspersons, education did not appear to be strongly related to average wages: those with only a high school diploma earned an average hourly wage of $7.69 compared to $8.21 earned by those with a bachelor's degree.

[17] There were too few observations to produce reliable data for those with an advanced degree in the service, laborer, and operatives/crafts categories.

Summary of Findings

- Levels of postsecondary attainment were associated with levels of aspiration during high school, except that those planning on a postsecondary vocational education did not differ significantly from those with no plans for postsecondary education.

- High school graduates who did not complete any postsecondary education were less likely to be employed full-time than members of the other educational groups. Those with a high school diploma only were also more likely to be out of the labor force than those with more formal education.

- Employment patterns differed by sex. Males were more likely than females to be employed continuously full-time, and females were more likely than males to be employed part-time or to be out of the labor force.

- The differences in employment patterns between males and females were more pronounced among those with less education. Differences in the proportions of males and females with different patterns of employment were not statistically significant among men and women with an advanced degree.

- Males earned higher hourly wages on average than females. Furthermore, females with an advanced degree earned almost twice what females with only a high school diploma earned; males with an advanced degree earned about a third more than males with only a high school diploma.

- Patterns of employment were not strongly associated with race/ethnicity. However, whites generally earned more on average than blacks with similar patterns of employment and levels of educational achievement. This pattern did not hold among those with an advanced degree.

- Among 1972 high school graduates, those from families in the upper socioeconomic quartile were more likely to be employed continuously full-time than those from the lower quartile. In addition, those from the lowest and the middle quartiles were more likely to be out of the labor force between 1979 and 1986 than 1972 graduates from the upper quartile.

- Wages in 1986 were not strongly associated with student's socioeconomic status in 1972.

- Wages differed by the occupation. When education was controlled, those in professional/technical and managerial/administrative occupations earned more on average than those in other occupations.

- Wages were more strongly associated with educational achievement in the professional/technical, managerial/administrative, and clerical/sales occupations than in operatives/crafts, laborer, and service worker occupations. Wages were not associated with educational achievement in the operatives/crafts occupations.

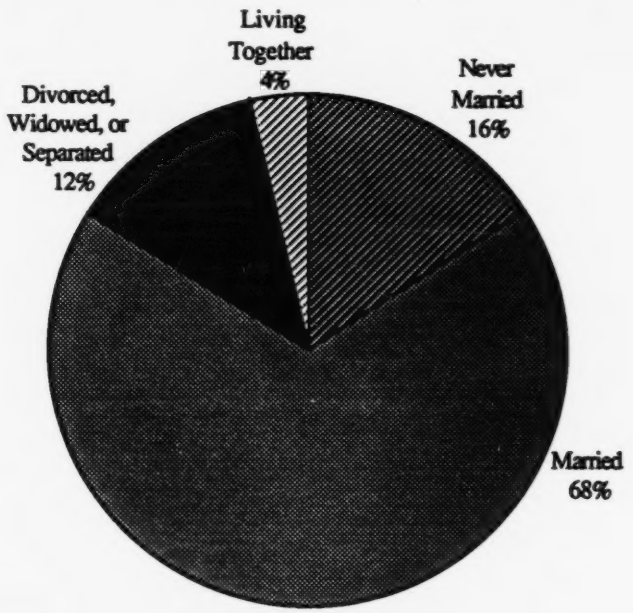
CHAPTER 3
FAMILY FORMATION PATTERNS OF THE 1972 SENIOR CLASS

With fourteen years of information, the NLS-72 data set provides a rich description of students' family formation patterns. This chapter describes the 1972 seniors status in 1986 with regard to marriage and parenting. This chapter has five sections. The first section describes the marital status of the class of 1972 in 1986. Trends in marriage and marital dissolution by 1986 are described in sections two and three. Section four describes parenting among students in 1986. The final section explores patterns in child-rearing among the NLS class of 1972. This chapter describes variations between students with different characteristics such as sex, race/ethnicity, and level of education completed by 1986.

Marital Status in 1986

Figure 3.1 shows the marital status of the class of 1972 in 1986. Overall, sixty-eight percent were married; 12 percent were divorced, widowed, or separated; four percent were living with their partner; and 16 percent were not married and had never married.

Figure 3.1
Marital Status of the Class of 1972 in 1986



Although there were no significant differences between the proportion of men and women who were married, there were some differences in the marital status of men and women in 1986 (Table 3.1). Women were more likely to have been divorced, widowed, or separated (14 percent) than men (11 percent). Men, in turn, were more likely than women to have never married (17 percent versus 14 percent).

Table 3.1
Marital Status of the Class of 1972 in 1986 by Sex, Race/Ethnicity, and Education by 1986†

	Never Married	Married	Divorced, Widowed, or Separated	Living Together
Total	16	68	12	4
Sex				
Male	17	68	11	4
Female	14	68	14	4
Race/Ethnicity				
Hispanic	12	68	17	4
Black	29	47	20	5
White	14	71	11	4
Education by 1986				
HS Diploma	10	72	15	3
Some PSE	18	66	12	4
1 or 2 Yr Degree	16	66	14	5
BA/BS	20	68	9	3
Advanced Degree	26	63	7	4

Table 3.1 shows some of the differences between members of different racial/ethnic groups. Blacks (29 percent) were more likely than either whites (14 percent) or Hispanics (12 percent) to have not married by 1986. Correspondingly, a significantly smaller proportion of blacks (47 percent) were married in 1986 (68 percent of Hispanics and 71 percent of whites). Compared to blacks (20 percent) and Hispanics (17 percent), whites (11 percent) were less likely to have been divorced, widowed, or separated in 1986. There were no differences in the proportion of people with different racial/ethnic backgrounds who were not married but living with a partner.

Marital status in 1986 varied for students with different levels of educational attainment. Generally, the likelihood of having never married by 1986 increased along with the level of postsecondary attainment.[1] Ten percent of those with high school diplomas, 18 percent of those with some postsecondary education, 17 percent of those with 1- or 2-year degrees, 20 percent of those with bachelor's degrees, and 26 percent of those with advanced degrees had never been married by 1986. Seventy-two percent of students who received high school diplomas, 66 percent of those who received some postsecondary education, 66 percent of those who received 1- or 2-year degrees, 68 percent of those with bachelor's degrees, and 63 percent of those who earned advanced degrees were married in 1986. Students with advanced degrees were less likely than those with less than a four year degree to have been married. Although a slightly larger share of those with BA's were married, the difference between those with BA's

† Percentages may not sum to 100 due to rounding error.

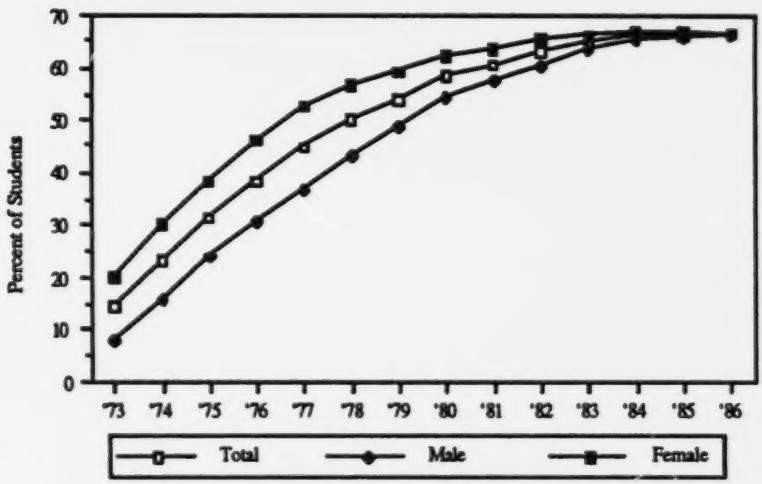
[1] Those with some postsecondary education were significantly less likely than those with one- or two-year degrees to have never married. In all other comparisons, those with higher levels of completion were significantly more likely to have not married by 1986.

and those with advanced degrees was not significant. Additionally, students with BA's or better were less likely to have been divorced, widowed, or separated than those with less postsecondary education.

Trends in Marriage, 1973 to 1986[2]

Figure 3.2 shows the proportion of students who were married each year between 1973 and 1986 for all students and for men and women separately. This figure shows continued growth in the proportion of people who were married each year, particularly through the 1970's. The percent of students who were married increased from 14 to 45 percent during the five year period between 1973 and 1977. During the first half of the 1980's, the percentage continued to increase, but at a slower rate. Two-thirds (66 percent) of the students were married in 1986, with no significant differences between men and women.

Figure 3.2
Percent of the Class of 1972 Who Were Married in Each Year from 1973 to 1986 by Sex



Although there were no significant differences between the proportion of men and women who were married in 1986, Figure 3.2 shows that there were marked differences between the sexes over the first decade following high school. Women tended to marry at an earlier age than men. In 1973, 20 percent of the women were married compared to just 8 percent of the men. During the following decade, the differences in the proportion of men and women who were married lessened, but remained significant. In 1977, for example, 53 percent

[2] The percentages in the following two sections may be slightly different from those introduced in the first section. In Figure 3.1 and Table 3.1, marital status in 1986 was described in one of four ways: never married, married, living together, or divorced, widowed, or separated. The marital state variables used to create Figures 3.2 to 3.7 divided the group into just three categories: never married, married, and divorced, widowed, or separated. Furthermore, only respondents with complete marital histories from 1973 to 1986 could be included in Figures 3.2 through 3.7. Note that the differences in the percent married in 1986 for Figures 3.1 and 3.2 are slight and not statistically significant.

of the women were married compared to 36 percent of the men. By 1983, the gap between men and women had sufficiently narrowed and was no longer significant. In 1986, 66 percent of men and 67 percent of women were married.

The likelihood of marrying varied for members of different racial/ethnic groups (Figure 3.3). Hispanics and whites were consistently more likely to have been married than blacks. In 1973, for example, 17 percent of whites, 15 percent of Hispanics, and 11 percent of blacks were married. Four years later, the proportions rose to 47, 48 and 31 percent, respectively. One decade after most finished high school (1982), 42 percent of all blacks were married, compared to 60 percent of whites and 69 percent of Hispanics. Generally, the differences shown between Hispanics and whites were not statistically significant.[3]

Figure 3.3
Percent of the Class of 1972 Who Were Married Each Year from 1973 to 1986 by Race/Ethnicity

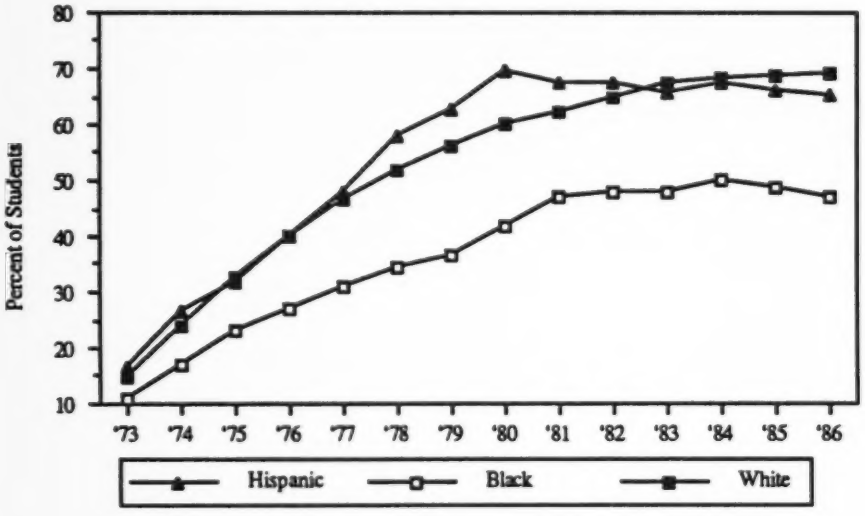
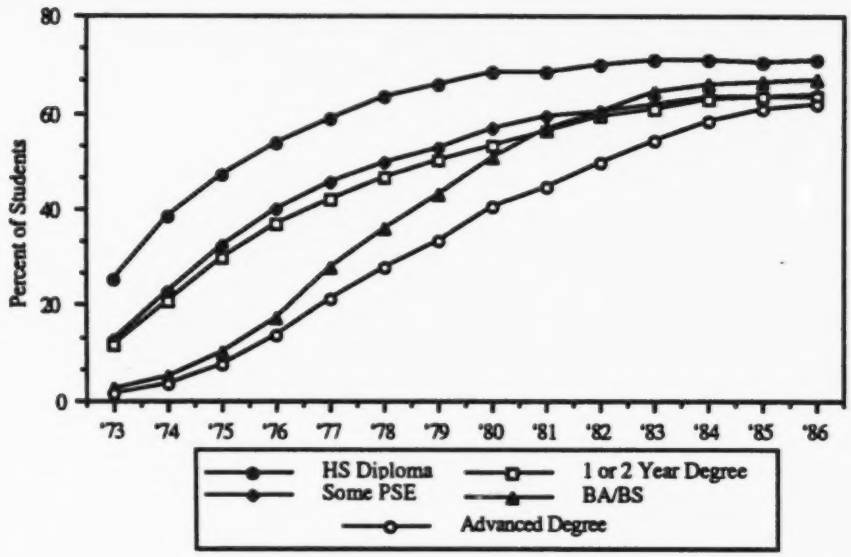


Figure 3.4 illustrates the relationship between the level of education students received and the timing of marriage. Those with higher levels of education were generally more apt to delay marriage than their peers with less postsecondary education. One year after most students graduated from high school, one-quarter of those who never enrolled in any type of postsecondary education were married. Thirteen percent of those students who were enrolled at some point but received no postsecondary degree were married in 1973, as were 12 percent of the students who received a 1- or 2-year degree, and two percent of those students who received a bachelor's or advanced degree. For all years, those with high school diplomas were more likely to be married than those with any postsecondary enrollment. The patterns for those with some postsecondary education and those with 1- or 2-year degrees were not significantly

[3] The difference was significant in 1980, when 69 percent of all Hispanics and 62 percent of all whites were married.

different. Between 1973 and 1980, those with some postsecondary education were more likely to have been married than those who received BA's or better. Similarly, those with 1- or 2-year degrees were also more likely to have been married than those with more education. Through their early adulthood (1974 to 1983), those who eventually received advanced degrees were less likely than those who received BA's to have been married.

Figure 3.4
Percent of the Class of 1972 Who Were Married Each Year from 1973 to 1986 by Education by 1986



The trends illustrated in Figures 3.2 through 3.4 can be summarized by the average age at which students first married (Table 3.2). On average, women were 22 years old at the time of their first marriage. By comparison, the average age at first marriage for men was 24 years old. Blacks were more likely to marry at a later age (24 years) than either whites (23 years) or Hispanics (23 years).

Not surprisingly, the table shows a clear relationship between levels of postsecondary education and the average age at which students first married. The average age at first marriage was greater for students with higher levels of postsecondary education. Those who did not enroll in any type of postsecondary education were significantly more likely to marry at a younger age than those who did enroll. Members of the class of 1972 with no postsecondary education married, on average, at the age of 22. The average age at first marriage for those with some postsecondary education or a 1- or 2-year degree was 23. For those with a bachelor's degree, the average age at first marriage was 24 and for those with some type of advanced degree the average age was 25. Student with 4-year degrees or higher first married at a significantly older age than did those with either some postsecondary education or those with 1- or 2-year degrees. Additionally, the difference between the average age at first marriage for those with bachelor degrees and those with more advanced degrees was also significant.

Table 3.2
Percent of the Class of 1972 Who Were Married or Divorced, Widowed, or Separated in 1986 and the Average Age at First Marriage by Sex, Race/Ethnicity, and Education by 1986†

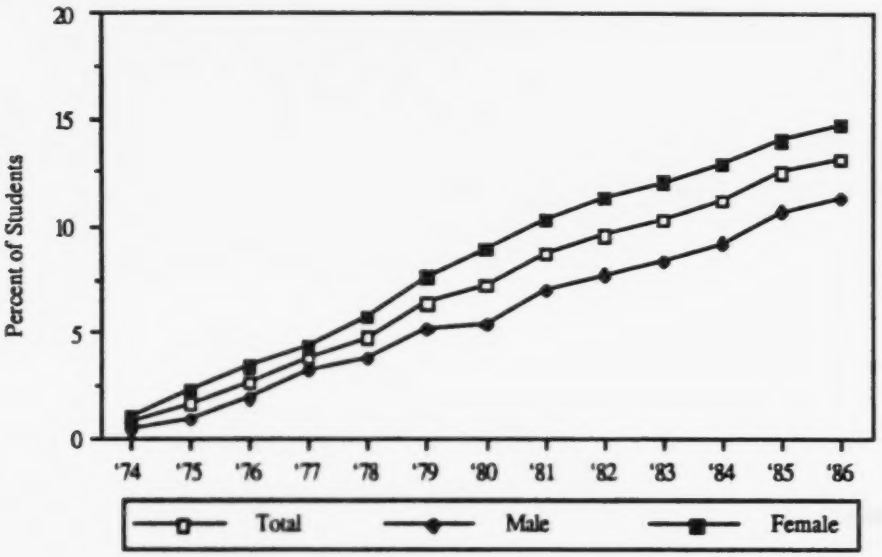
	Percent Married in 1986	Percent Divorced, Widowed, or Separated in 1986	Average Age at First Marriage
Total	66	13	23
Sex			
Male	66	11	24
Female	67	15	22
Race/Ethnicity			
Hispanic	65	18	23
Black	47	18	24
White	69	12	23
Education by 1986			
HS Diploma	71	16	22
Some PSE	64	14	23
1 or 2 Yr Degree	63	14	23
BA/BS	67	9	24
Advanced Degree	62	7	25

Trends in Marital Dissolution, 1974 to 1986

The percentage of the class of 1972 who were divorced, widowed, or separated has steadily increased over the 13 years, as shown in Figure 3.4. In 1974, just one percent of the students fell into this category. By 1977, the proportion had increased to 4 percent. Ten percent of the students were divorced, widowed, or separated in 1982. By 1986 13 percent of the students were in a state of marital dissolution.

† Percentages may not sum to 100 due to rounding error.

Figure 3.5
Percent of the Class of 1972 Who Were Divorced, Widowed, or Separated in Each Year from 1974 to 1986 by Sex

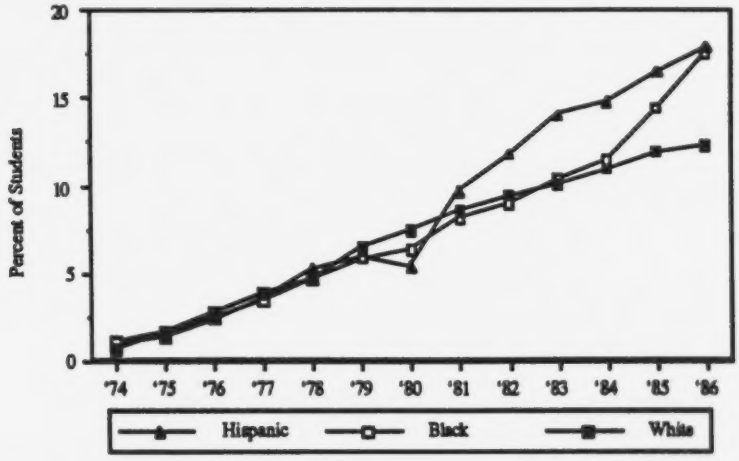


Overall, women were more likely than men to have been divorced, separated, or widowed during the 13 years described in Figure 3.5. Although the differences in the proportion of men and women who were married narrowed over time, the difference in the proportion of men and women who were divorced, widowed, or separated was statistically significant throughout the period. In 1977, for example, four percent of the women compared to three percent of the men were in the marital dissolution category. By 1983, 12 percent of the women and eight percent of the men were either divorced, widowed, or separated. In 1986, the percentages of men and women who fell into the marital disruption category were 11 and 15 percent respectively.

Figure 3.6 reveals some interesting trends in the proportions of Hispanics, blacks, and whites who were divorced, widowed, or separated between 1974 and 1986. From 1974 to 1979, there were virtually no differences between the proportion of members of different racial/ethnic groups who were in a state of marital dissolution. In 1980, the proportion of Hispanics who were divorced, widowed, or separated fell from six to five percent and the difference between whites and Hispanics was significant. Beginning in 1981, the proportion of Hispanics once again rose. In 1986, whites (12 percent) were significantly less likely to have been divorced, widowed, or separated than either Hispanics (18 percent) or blacks (18 percent).[4]

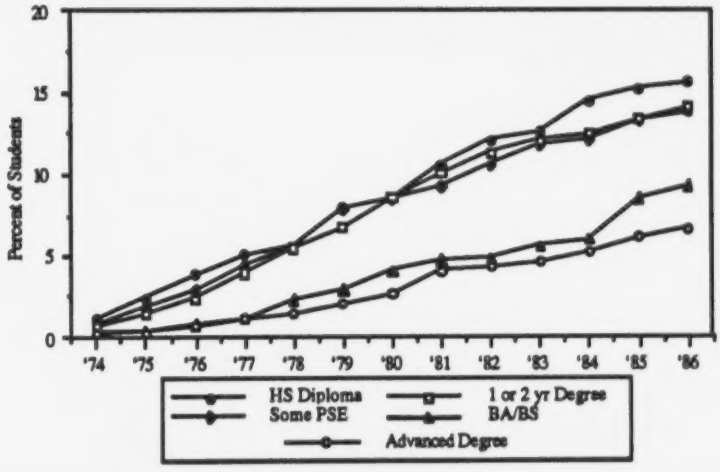
[4] The percent of whites and blacks who were divorced widowed, or separated remained equal until 1985, when the proportion of blacks rose more quickly than that of whites. The difference that occurred that year, however, was not significant.

Figure 3.6
Percent of the Class of 1972 Who Were Divorced, Widowed, or Separated from 1974 to 1986 by Race/Ethnicity



Those with higher levels of education were less likely to have been divorced, widowed, or separated during this period from 1974 to 1986 (Figure 3.7). Students with bachelor's, graduate, or professional degrees were significantly less likely to have been divorced, widowed, or separated than their counterparts with less postsecondary education.[5] The patterns exhibited by those with no postsecondary education were like those of students with some postsecondary education and 1- or 2-year degrees. Similarly, those with 4-year degrees showed no statistical difference from those with advanced degrees.

Figure 3.7
Percent of the Class of 1972 Who Were Divorced, Widowed, or Separated from 1974 to 1986 by Education by 1986



[5] In 1985 and 1986, the difference between those with BA's and those with HS Diplomas were not significant. In addition, the difference between those with advanced degrees and one- or two-year degrees were not significant in 1974. All other implied comparisons were significantly different.

Parenting Status in 1986

By 1986, 66 percent of the class of 1972 had one or more children (Table 3.3). Twenty-two percent of the class had one child, 29 percent had two children, 11 percent had three children, and three percent had four or more children. Overall, women (70 percent) were more likely than men (62 percent) to have been parents. There were no significant differences in the proportion of men and women who had one child. Women, however, were more likely than men to have had two or more children in 1986.

Overall, whites (65 percent) were less likely than either blacks (73 percent) or Hispanics (76 percent) to have been parents in 1986. Blacks were more likely than whites to have had one child in 1986. A significantly lower proportion of blacks had two children: 25 percent of blacks, compared to 29 percent of whites and 33 percent of Hispanics. Hispanics, in comparison to whites were more likely to have three children: 17 percent of Hispanics versus 11 percent of whites. In addition, blacks were more likely than whites to have had four or more children by 1986.

In general, those with higher levels of education were less likely to have begun families by 1986 than other students. Fifty-eight percent of those with advanced degrees and 46 percent of those with BA's had no children in 1986. In contrast, 37 percent of those with 1- or 2-year academic and vocational degrees, 35 percent of those with some postsecondary education, and 21 percent of those with high school diplomas did not have children. Those with bachelor's or advanced degrees were significantly less likely to have been parents than those with less postsecondary education.[6] Although there was almost no difference between 1972 seniors with some postsecondary education and 1972 seniors with 1- or 2-year degrees, both groups were less likely than those with no postsecondary to have been parents.

Table 3.3
Percent of the Class of 1972 with Different Numbers of Birth Children in 1986 by Sex, Race/Ethnicity, and Education by 1986†

	No Children	One Child	Two Children	Three Children	Four or More Children
Total	34	22	29	11	3
Sex					
Male	38	22	28	10	3
Female	30	23	31	12	4
Race/Ethnicity					
Hispanic	24	22	33	17	4
Black	26	29	25	13	6
White	35	22	30	11	3
Education by 1986					
HS Diploma	21	22	37	16	4
Some PSE	35	23	29	11	3
1 or 2 Yr Degree	37	23	28	10	3
BA/BS	46	23	22	7	2
Advanced Degree	58	20	17	4	1

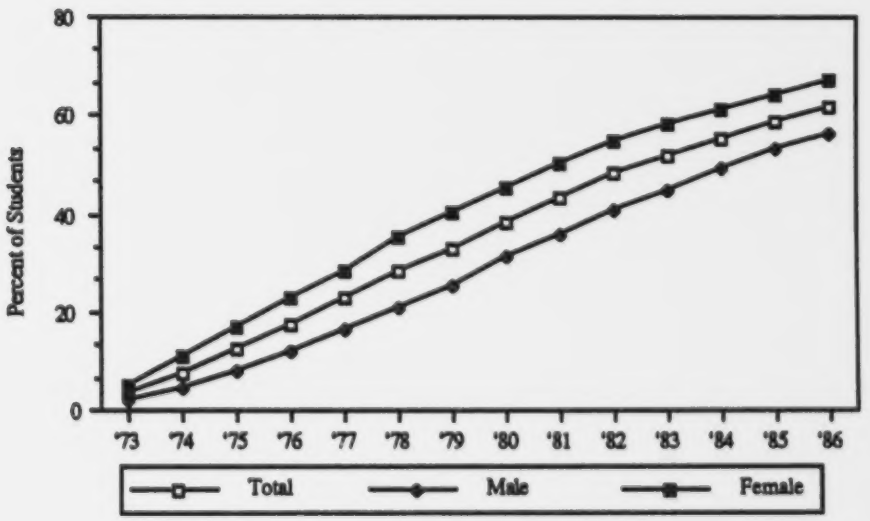
[6] The difference between those with BA's and those with advanced degrees was not statistically significant.
† Percentages may not sum to 100 due to rounding error.

Trends in Parenting[7]

The last section showed that the likelihood of having children in 1986 varied considerably by sex, race/ethnicity, and level of education by 1986. This next section describes trends in parenting from 1973 to 1986 for the 1972 high school seniors. These trends illustrate differences in the timing of parenthood, as well as the likelihood of having children by 1986.

Figure 3.8 shows the proportion of people who were parents from 1973 to 1986 for all members of the class of 1972 and for men and women separately. Women were consistently more likely than men to have had children. In 1973, the first year after high school, five percent of the women and 2 percent of the men were parents. By 1978, the percent of women with children had increased to 29 percent, while the percentage of men had increased to 16 percent. Ten years after the class left high school, 55 percent of the women compared to 41 percent of the men had children. Two-thirds (67 percent) of the women had children in 1986, compared to 56 percent of the men.

Figure 3.8
Percent of the Class of 1972 with Children in Each Year from 1973 to 1986 by Sex

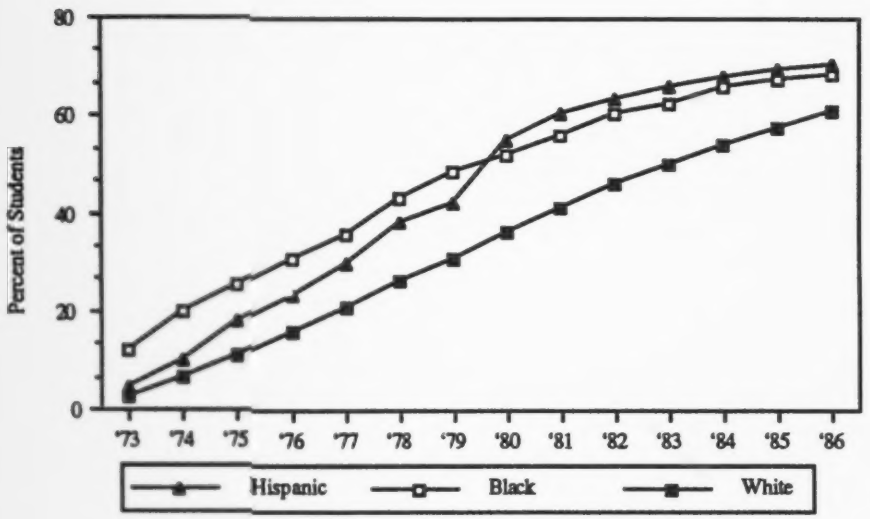


The proportion of respondents with children in each year varied by race/ethnicity (Figure 3.9). Overall, whites were significantly less likely than Hispanics or blacks to have children. In 1973, three percent of all whites in the class had children. By 1980, over one-third had children and in 1986, 61 percent had children. In comparison, five percent of Hispanics

[7] The previous section described parenting of birth, adopted, and step-children among the class of 1972. Due to the questions posed by the survey, this section identifies only parents with one or more children by birth. About three percent of the unweighted sample had adopted or step-children and no birth children. This results in the slightly different percentages in the two sections.

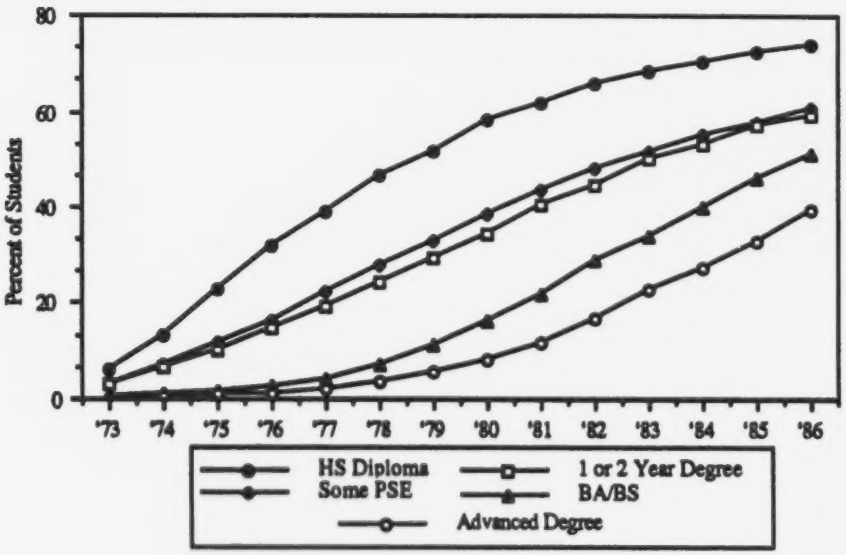
and 12 percent of blacks had children in 1973. In 1980, the proportions of Hispanics and blacks with children were 55 and 52 percent respectively. For the last year shown in Figure 3.9, 71 percent of Hispanics and 69 percent of blacks had children. During the first four years after high school, blacks were significantly more likely than Hispanics to have had children. Until 1980, a slightly higher proportion of blacks than Hispanics had children, but these differences were not statistically significant. Since 1980, the proportion of Hispanics with children has surpassed that of blacks, but these differences were also not significant.

Figure 3.9
Percent of the Class of 1972 with Children from 1973 to 1986 by Race/Ethnicity



Just as higher education was associated with delayed marriage, there was a clear relationship between the students' level of education and the likelihood of having had children. In each year, as the level of postsecondary education increased, the proportion of students with children decreased (Figure 3.10). Members of the class who never enrolled in any type of postsecondary education were consistently more likely to have had children than any other group. In 1973, six percent of this group had children; in 1976, 32 percent had children; in 1982, 66 percent had children; and in 1986, 74 percent had children. The child-rearing patterns of those with some postsecondary education and those with 1- or 2-year degrees were almost identical. Both groups were more likely than either those with BA's or those with advanced degrees to have had children in each year between 1973 and 1986. During the three years following high school, the percentage of those with BA's and the percentage of those with advanced degrees who had children by 1986 were much the same. Starting in 1976—when over one-half of those who received BA's completed their degrees—the two groups began to diverge. Since that time, those with advanced degrees have been significantly less likely than those with bachelor's degrees to have had children.

Figure 3.10
Percent of the Class of 1972 with Children from 1973 to 1986 by Education by 1986



Summary of Findings

In this chapter exploring family formation, the following major findings have been made about marriage and children among the 1972 seniors.

Marriage

- In 1986, 68 percent of the 1972 seniors were married, 12 percent were divorced, widowed, or separated, 4 percent were living with their partner, and 16 percent had never married.

- The rates of marriage were quite different for men and women. Throughout their early adulthood women were more likely to have been married than men. As students matured, the differences between the proportion of women and men who were married narrowed. Of those who have married, women first married, on average, at the age of 22, while men married, on average, at the age of 24.

- The marital patterns for whites, blacks and Hispanics varied. Blacks were less likely than either whites or Hispanics to have been married between 1973 and 1986. The differences between Hispanics and whites were usually not statistically significant.

- Enrollment in higher education was associated with delays in marriage. In the early years following high school, 1972 seniors who enrolled in postsecondary education were less likely to have been married than those who did not. Among those who did enroll in higher education, there were also significant differences between those who received a B.A. or higher and those who received less than a 4-year degree. Over the 14 year period, differences between all students narrowed. Although those with no postsecondary education were still more likely to have been married, by 1986 there were no significant differences between students with different levels of postsecondary education.

Parenting

- By 1986, 68 percent of the 1972 seniors were parents. Twenty-one percent had one child, 30 percent had two children, 14 percent had three children, and four percent had four or more children.

- In each year between 1973 to 1986, women were more likely than men to have been parents. By 1986, 67 percent of women and 56 percent of men were parents.

- Overall, whites were less likely to have had children than either Hispanics or blacks. Between 1973 and 1976, blacks were more likely than Hispanics to have had children. From 1977 to 1986, the differences between the groups have not been significant.

- The likelihood of having children was closely related to the level of education completed by 1986. Generally, the likelihood of having children declined for student with higher postsecondary education. Students with no postsecondary enrollment were more likely than those with any postsecondary education to have had children. Although there was no significant difference between students with some postsecondary education and those with 1- or 2-year degrees, both groups were significantly more likely than those with more education to have had children. In addition, those with 4-year degrees were more likely than those with advanced degrees to have children in 1986.

CHAPTER 4
CIVIC PARTICIPATION AND ATTITUDES OF THE 1972 SENIOR CLASS

This chapter presents information on several attitudinal and behavioral measures. The attitudinal data include two social psychological measures—self-concept and internal-external locus of control—and responses to a series of questions about the current status of elementary and secondary education. The behavioral data describe seniors' integration into community life (measured by voting and registration for local, state, and national elections) and membership in voluntary organizations.

There are four major classification variables used in this chapter: sex, race/ethnicity, family socioeconomic status (SES) in 1972, and educational history as of 1986. In addition to these variables, the presence or absence of children is used to examine differences in perceptions of the status of public education.

Self-Concept and Locus of Control

The base year and succeeding follow-up surveys asked 1972 seniors a number of questions designed to measure self-concept and locus of control. Questions on self-concept asked seniors about their attitude toward themselves and their sense of worth relative to other people. Questions about locus of control asked them about the extent to which they believed events in their lives were affected by their own actions or were under the control of factors like luck, fate, or other people. Answers to the self-concept and locus of control questions were consolidated into scales for each survey period. Scores for self-concept and locus of control were assigned to each student, based on their answers to these questions.[1] Low scores on the self-concept scale reflect low assessments of self-worth, while high scores reflect high assessments of self-worth. Low scores on the locus of control scale indicate students' beliefs that their efforts were less important in affecting their lives than fate, luck or other people, while high scores reflect a greater sense of personal control.

Differences in Self-Concept Scores

Table 4.1 shows average self-concept scale scores separately for men and women, different racial/ethnic groups, socioeconomic status, and educational history.[2] Beginning in the base year and continuing throughout the fourteen year period covered by these surveys, men had significantly higher average self-concept scores, and these differences tended to increase over time. In 1972, for example, the absolute difference between men and women's scores was .06. Fourteen years later, in 1986, the absolute difference was .16. The only significant difference in self-concept scores between racial/ethnic groups occurred in 1972, when blacks had higher self-concept scores than whites (.11 versus -.02).

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[1]Complete information about the items included in each scale are reported in Appendix A.

[2]Data for Native Americans and Asians are not reported in the racial/ethnic group variable due to the small number of respondents. However, Asians and Native Americans are included in classifications by sex, SES quartile, and educational history.

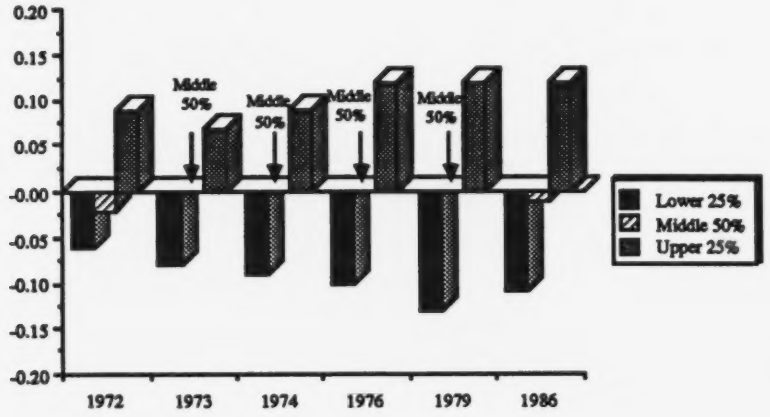
Table 4.1
Mean Self-Concept Scores by Sex, Race/Ethnicity, Socioeconomic Status, and Educational History

	1972	1973	1974	1976	1979	1986
Sex						
Male	0.03	0.03	0.04	0.07	0.06	0.08
Female	-0.03	-0.03	-0.04	-0.07	-0.06	-0.08
Race/Ethnicity						
Hispanic	0.05	-0.07	0.01	-0.03	-0.00	0.05
Black	0.11	0.03	-0.02	-0.00	-0.04	-0.02
White	-0.02	-0.00	0.00	0.00	0.00	0.00
SES Quartile						
Lower 25%	-0.06	-0.08	-0.09	-0.10	-0.13	-0.11
Middle 50%	-0.02	-0.00	0.00	-0.00	0.00	-0.01
Upper 25%	0.09	0.07	0.09	0.12	0.12	0.12
Education by 1986						
HS Diploma	-0.08	-0.04	-0.07	-0.11	-0.12	-0.13
Some PSE	-0.01	-0.03	0.01	-0.03	-0.02	-0.01
1- or 2-Yr Degree	-0.03	-0.02	-0.02	-0.02	0.02	0.07
BA/BS	0.12	0.09	0.09	0.16	0.14	0.15
Advanced Degree	0.13	0.06	0.08	0.17	0.22	0.22

Figure 4.1 shows mean self-concept scores by 1972 seniors' family socioeconomic status (SES) in 1972. For each year shown in Figure 4.1, average scores increased with increasing SES.[3] In 1972, for example, the average score for 1972 seniors in the lower SES quartile was -.06, while the average for the middle two quartiles was -.02, and the average score for seniors in the upper SES quartile was .09. By 1986, after a substantial period of education and employment, family SES in 1972 was still associated with seniors' self-concept scores. The absolute difference in scores between the upper and lower quartiles which had been .15 in 1972 was .23 in 1986.

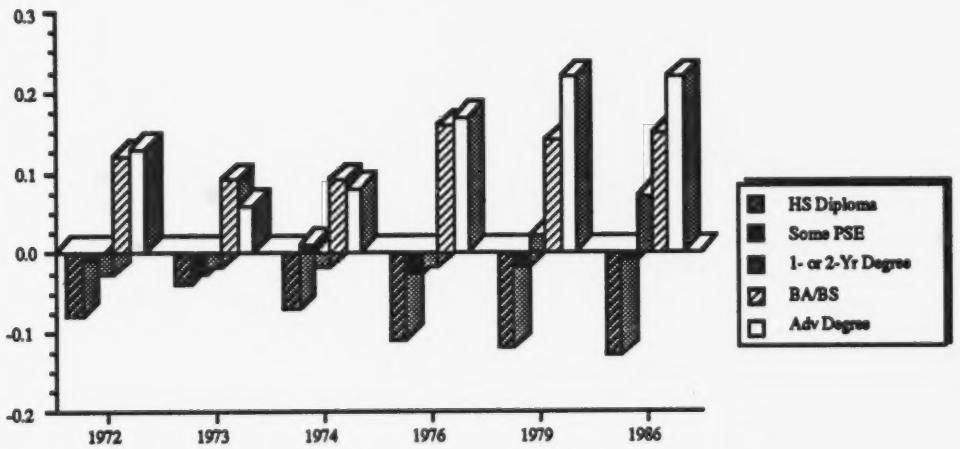
[3]The only non-significant difference between successive levels of SES was between the bottom and middle quartiles in 1972.

Figure 4.1
Mean Self-Concept Scores by Socioeconomic Status



Educational experiences were also associated with self-concept scores.[4] By 1986, as Figure 4.2 illustrates, those 1972 seniors who had completed a B.A. degree or higher had significantly higher self-concept scores than those whose highest educational experience was a 1- or 2-year degree or less. Compared to high school graduates, 1972 seniors who had some postsecondary education, a 1- or 2-year degree, or a B.A. or B.S. had higher self-concept scores. With the exception of the difference between "high school diploma only" and "some postsecondary" in 1973, this pattern occurred in each follow-up.

Figure 4.2
Mean Self-Concept Scores by Educational History



[4]Due to small cell sizes, high school dropouts are excluded from this discussion.

Locus of Control

Responses to questions about locus of control were scored so that low scores reflect students' beliefs that forces beyond their control were affecting their fate, while high scores reflect students' beliefs that they themselves could control events in their lives. Table 4.2 reports differences in locus of control scores by sex, race/ethnicity, SES, and educational history.

Table 4.2
Mean Locus of Control Scores by Sex, Race/Ethnicity, Socioeconomic Status, and Educational History

	1972	1973	1974	1976	1979	1986
Sex						
Male	-0.07	-0.04	-0.03	-0.04	-0.03	-0.01
Female	0.06	0.04	0.03	0.02	0.03	0.01
Race/Ethnicity						
Hispanic	-0.19	-0.15	-0.24	-0.20	-0.23	-0.13
Black	-0.21	-0.36	-0.42	-0.43	-0.39	-0.35
White	0.03	0.05	0.06	0.05	0.05	0.05
SES Quartile						
Lower 25%	-0.20	-0.18	-0.24	-0.22	-0.20	-0.19
Middle 50%	0.02	0.02	0.04	0.02	0.01	0.02
Upper 25%	0.16	0.14	0.16	0.17	0.18	0.17
Education by 1986						
HS Diploma	-0.20	-0.15	-0.16	-0.18	-0.20	-0.17
Some PSE	0.01	0.01	0.03	0.00	0.01	0.02
1- or 2-Yr Degree	0.02	0.01	0.03	0.05	0.04	0.05
BA/BS	0.22	0.16	0.16	0.18	0.20	0.18
Advanced Degree	0.28	0.23	0.22	0.22	0.29	0.25

In the base year through fourth follow-up surveys, women's scores indicated that they were significantly more likely than men to believe events affecting their lives could be controlled. The difference in average scores narrowed between 1972 and 1986. It was .13 in 1972, .08 in 1973, .06 in 1974, 1976 and 1979, and was only .02 (and not significant) in 1986.

Figure 4.3 shows differences in average locus of control scores by race/ethnicity. Whites were uniformly more likely than either blacks or Hispanics to believe they could affect what happened to them. Thus, while differences in self-concept scores were not statistically significant after 1972, differences in feelings of control over one's life persisted through 1986 between whites and blacks and whites and Hispanics.

Figure 4.3
Mean Locus of Control Scores by Race/Ethnicity

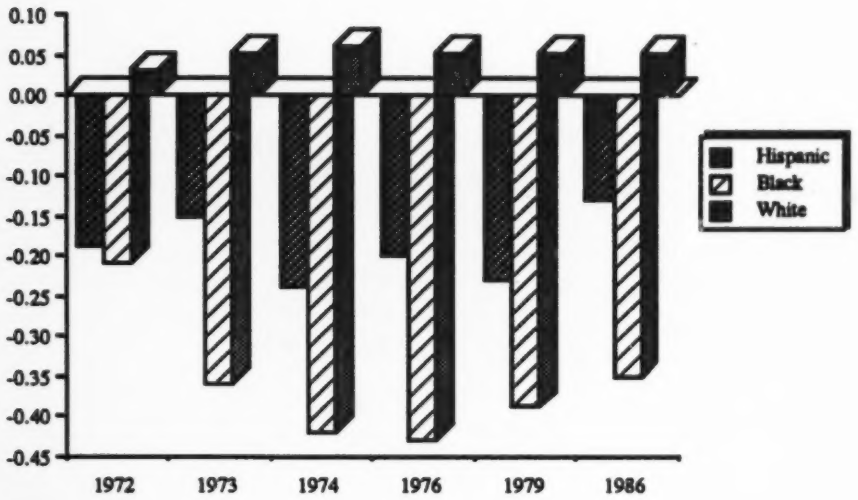
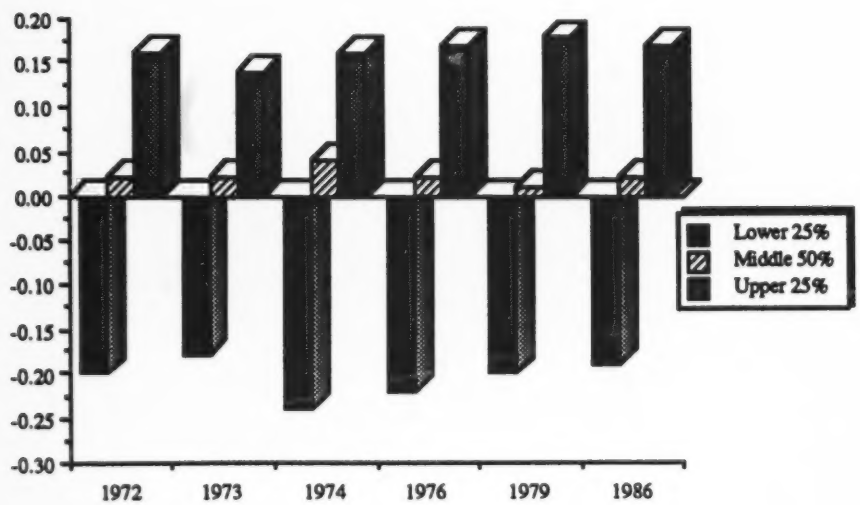


Figure 4.4 shows that there were substantial differences in mean locus of control scores by socioeconomic status. For each year, higher SES was associated with a greater likelihood of feeling that one's own actions could affect events in one's life.[5]

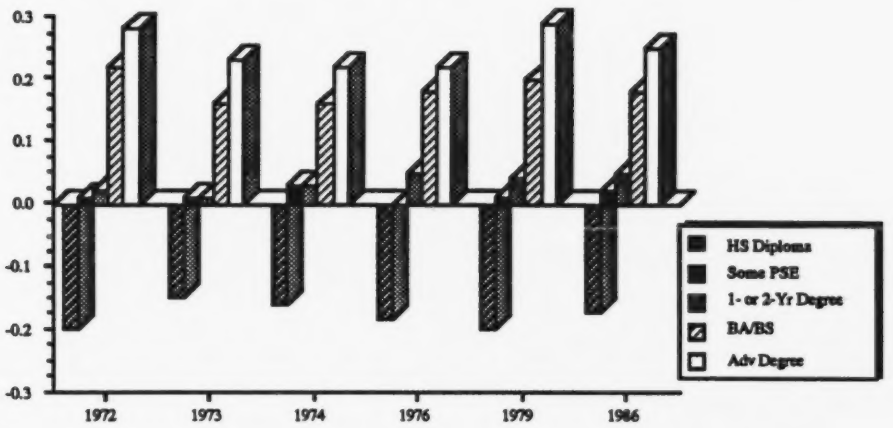
Figure 4.4
Mean Locus of Control Scores by Socioeconomic Status



[5]All differences between successive SES levels were statistically significant in each survey year.

Educational attainment as of 1986 was also related to locus of control (see Figure 4.5). Two aspects of Figure 4.5 stand out. First, compared to those 1972 seniors who had only a high school diploma, all other groups had significantly higher locus of control scores, indicating their feelings of greater control over things that happened to them. Second, 1972 seniors who completed a B.A. degree or higher were significantly more likely to have higher locus of control scores than other groups. In general, and with the consistent exception of the difference between those with "some postsecondary" and those with a 1- or 2-year degree, higher educational attainment was associated with higher locus of control scores.[6]

Figure 4.5
Mean Locus of Control Scores by Educational History



Civic Participation

Fourteen years out of high school, the 1972 seniors had had substantial time to sink roots into their communities, form families, finish their education, settle into work, and broaden their participation in their communities. This section reports on seniors' civic participation as demonstrated by voting and registration, interest in civic and political affairs, and membership in voluntary organizations.

Voting and Registration

In 1974, 1976, 1979 and 1986, 1972 seniors were asked if they were registered to vote and if they had voted in any election.[7] Large proportions of the senior class reported they were registered and that they voted (see Table 4.3). Over two-thirds said they were registered to vote in 1974, 71 percent in 1976, 69 percent in 1979 and 78 percent in 1986. Furthermore, about the same proportion of seniors registered to vote said they voted: 69 percent before 1976, 69 percent in 1979 and 72 percent in 1986.

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[6]In 1972 and in 1976, the difference between those with a BA/BS and those with an advanced degree was not statistically significant.

[7]The format of the voting question changed between the third and fourth follow-ups. Since the earlier format allows for ambiguous responses, answers to the voting questions in 1974 and 1976 are combined into one category "voted 1976 or before."

Table 4.3
Percent of 1972 Seniors Registered to Vote and Percent Voting by Sex, Race/Ethnicity, Socioeconomic Status, and Educational History

	Registered to Vote 1974	Registered to Vote 1976	Registered to Vote 1979	Registered to Vote 1986	Voted 1976 or Before	Voted 1979	Voted 1986
TOTAL	68	71	69	78	69	69	72
Sex							
Male	69	71	68	77	70	68	70
Female	68	72	70	80	69	69	73
Race/Ethnicity							
Hispanic	60	61	66	72	61	62	60
Black	59	72	74	85	57	63	73
White	70	72	69	78	71	70	72
SES Quartile							
Lower 25%	57	63	63	74	56	59	65
Middle 50%	68	70	70	78	69	69	71
Upper 25%	81	83	76	85	83	79	81

There were differences in voting and registration by sex, race/ethnicity and SES. Significant sex differences occurred in 1979 and again in 1986, when women were more likely than men to report being registered to vote. Also in 1986, women were more likely to report having voted.

Figure 4.6 illustrates differences among racial/ethnic groups in the proportion of 1972 seniors registered to vote. Whites were more likely than either blacks or Hispanics to report being registered in 1974. Two years later, whites were still more likely to be registered than Hispanics, but there was no significant difference between whites and blacks. By 1979, blacks reported being registered at rates exceeding whites (74 percent versus 69 percent)—a difference which persisted through 1986 (85 percent versus 78 percent)—and the differences between Hispanics and whites were no longer significant.

Figure 4.6
Percent of 1972 Seniors Registered to Vote by Race/Ethnicity

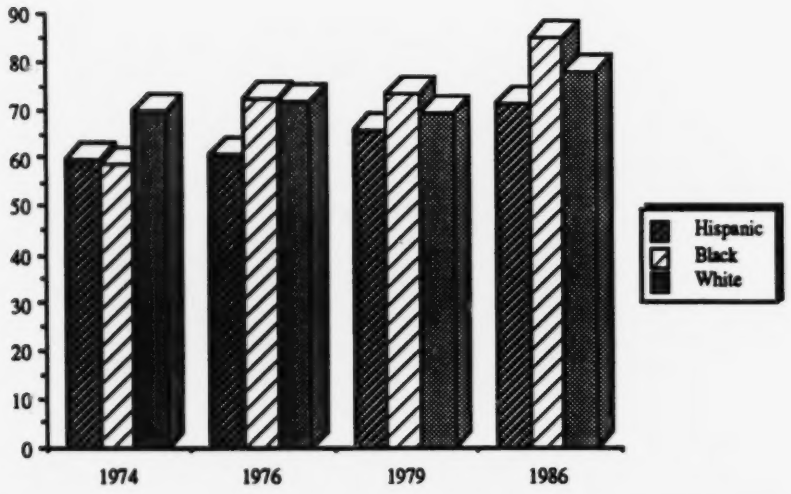
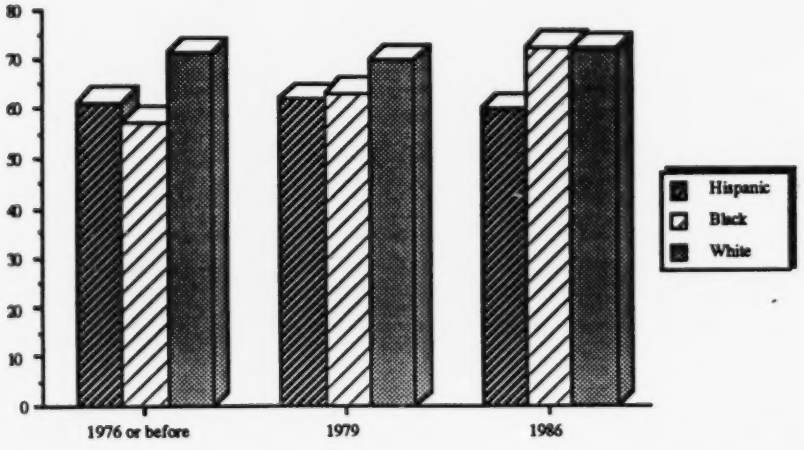


Figure 4.7 shows voting by race/ethnicity. Whites reported voting in elections in 1976 or before in significantly higher proportions than either blacks or Hispanics (71 percent versus 57 percent and 61 percent). By 1979 the differences in proportions narrowed (70 percent versus 63 percent and 62 percent respectively), although they were still statistically significant. By 1986, however, there was no significant difference in the proportion of whites and blacks who said they voted. The differences between Hispanics and both blacks and whites, however, were statistically significant.

Figure 4.7
Percent of 1972 Seniors Voting by Race/Ethnicity



Registration and voting were directly related to socioeconomic status: the higher seniors' SES the more likely they were to be registered to vote and to report voting. (See Figure 4.8.) Over time, however, the differences between students with different socioeconomic backgrounds narrowed. For example, there was a 24 percentage point registration difference between the upper and lower quartiles in 1974. This difference was 20 points in 1976, 13 points in 1979, and 11 points in 1986. Similar reductions are apparent in Figure 4.9, which shows voting by socioeconomic status. Even though these differences narrowed, they remained statistically significant.

Figure 4.8
Percent of 1972 Seniors Registered to Vote by Socioeconomic Status

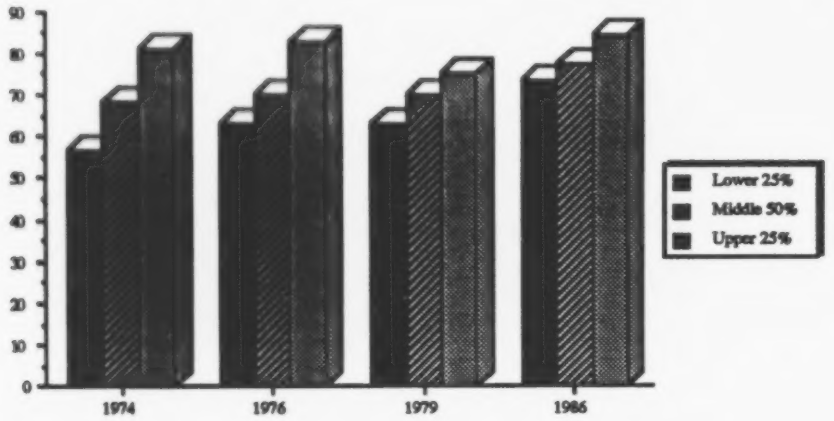
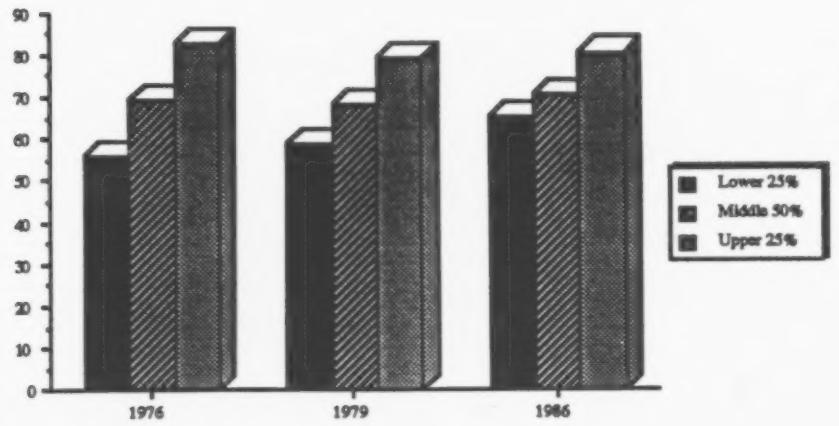


Figure 4.9
Percent of 1972 Seniors Voting by Socioeconomic Status



Interest in Civic Affairs

The second, third, fourth, and fifth follow-up surveys asked 1972 seniors a series of questions about how often they discussed community affairs with friends and relatives and the extent of their involvement in elections and political affairs. Answers to these questions were combined into "civic participation" scales for each follow-up.[8] High scores reflect greater interest. Table 4.4 shows average civic participation scores for the 1972 seniors for each year by sex, race/ethnicity, socioeconomic status, and education.

Table 4.4
Mean Civic Participation Scores by Sex, Race/Ethnicity, Socioeconomic Status, and Educational History

	1974	1976	1979	1986
TOTAL	15.6	15.5	14.8	15.2
Sex				
Male	15.7	15.7	14.9	15.3
Female	15.5	15.3	14.6	15.0
Race/Ethnicity				
Hispanic	15.4	15.3	14.5	14.9
Black	15.7	15.8	14.6	15.7
White	15.6	15.5	14.8	15.3
SES				
Lower 25%	15.0	15.1	14.3	14.3
Middle 50%	15.5	15.3	14.6	14.6
Upper 25%	16.4	16.2	15.5	15.5
EDUCATION by 1986				
No HS Diploma	14.1	13.7	13.2	12.9
HS Diploma	14.6	14.7	13.8	14.3
Some PSE	15.9	15.6	14.8	15.4
1- or 2-Yr Degree	15.8	15.5	15.3	15.3
BA/BS	16.3	16.2	15.7	15.9
Advanced Degree	16.8	16.7	16.1	16.6

There were few consistent differences in mean civic participation scores for students of different sex and racial/ethnic groups. In 1976, and again in 1986, men had significantly higher civic participation scores than women. Also in those years, both whites and blacks had significantly higher scores than Hispanics. Other differences were not significant.

There were more consistent differences in average civic participation scores according to socioeconomic status and educational history. For example, in 1974 mean civic participation scores were higher for students of higher socioeconomic status: 15.0 for the lower 25 percent and 15.5 for the middle 50 percent versus 16.4 for the upper 25 percent. This same pattern occurred again in 1976, 1979, and 1986.[9] Socioeconomic status in 1972, therefore, was associated with interest in civic affairs fourteen years later.

[8]Information about the items included in these scales appears in Appendix A.

[9]The difference between the bottom and middle quartiles in 1979 was not statistically significant.

Similar consistency occurred in the relationship between educational attainment and mean civic participation scores: higher educational attainment was associated with higher scores. In 1986 civic participation scores ranged from 14.3 for those with only a high school diploma to 16.6 for those with an advanced degree.[10] Similar patterns occurred between 1974 and 1979.[11]

Membership in Voluntary Organizations

Beginning with the second follow-up, the 1972 seniors were asked about their membership in thirteen different types of voluntary organizations including youth, neighborhood, educational, and service organizations. For each follow-up, a count of the number of organizations in which seniors "actively" participated was created. Table 4.5 shows the average number of organizations by year and by sex, race/ethnicity, socioeconomic status, and education.

Table 4.5
Mean Number of Voluntary Organizations Participated in by 1972 Seniors by Sex, Race/Ethnicity, Socioeconomic Status, and Educational History

	1974	1976	1979	1986
TOTAL	0.99	1.01	1.01	1.25
Sex				
Male	1.08	1.10	1.06	1.14
Female	0.90	0.92	0.97	1.35
Race/Ethnicity				
Hispanic	0.85	0.83	0.85	1.22
Black	1.18	1.03	1.03	1.34
White	0.98	1.03	1.03	1.27
SES Quartile				
Lower 25%	0.73	0.80	0.85	1.13
Middle 50%	0.96	0.98	0.99	1.26
Upper 25%	1.34	1.30	1.23	1.34
Education by 1986				
HS Diploma	0.62	0.67	0.72	1.08
Some PSE	0.94	0.91	0.98	1.22
1- or 2-Yr Degree	1.06	1.04	1.05	1.24
BA/BS	1.40	1.49	1.35	1.45
Advanced Degree	1.82	1.86	1.64	1.63

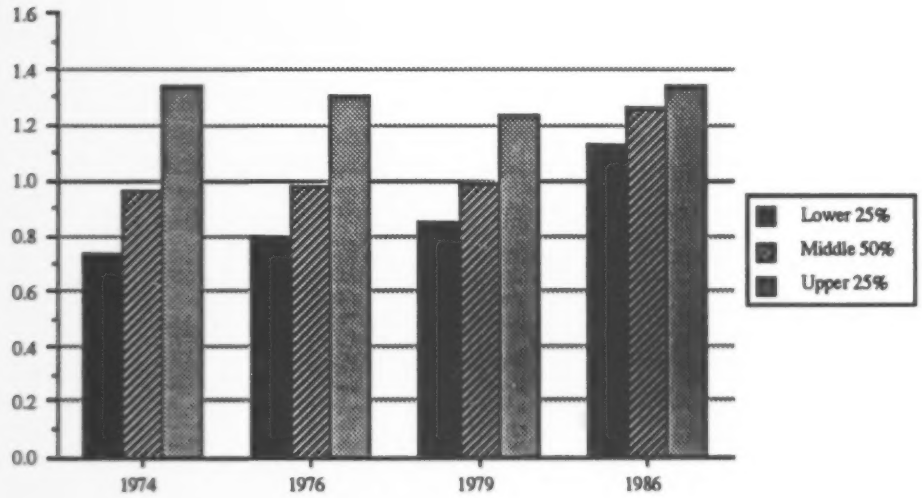
[10]All differences between successive levels were statistically significant with the exception of the difference between some postsecondary and a one or two year degree.
[11]The difference between advanced degree and BA/BS was not significant in 1979.

On average men were active members in more organizations than women between 1974 and 1979, but by 1986 this pattern was reversed and women's membership exceeded men's (1.35 versus 1.14).

There were no consistently significant differences in membership by race/ethnicity except in 1979, when Hispanics participated in fewer organizations on average than either whites or blacks.

Figure 4.10 shows membership in voluntary organizations by socioeconomic status. Two findings stand out in the figure. First, membership in voluntary organizations was greater among those with higher socioeconomic status. In 1974, for example, the mean number of organizations for the lower quartile was .73, while the mean for the middle quartiles was .96, and mean for the upper quartile was 1.34. This pattern was evident in each follow-up through the fifth.[12] Second, mean participation scores for 1972 seniors in the lower and middle quartiles increased fairly rapidly, so that the difference between groups narrowed over the years. In 1974 the difference between the upper and lower quartiles was .61. This gap was further reduced to .5, .38, and finally .21 by 1986.[13]

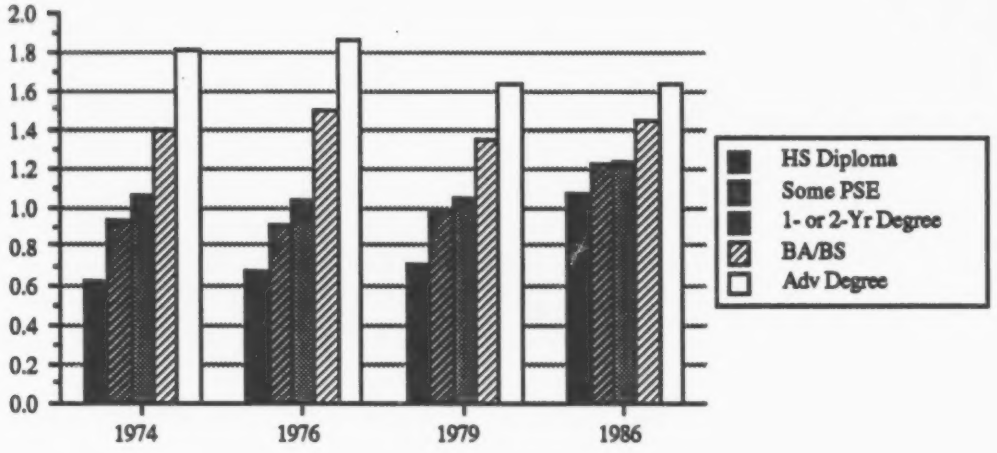
Figure 4.10
Mean Number of Voluntary Organizations Participated in by 1972 Seniors by Socioeconomic Status



[12]The difference between the top and middle quartiles in 1986 was not statistically significant.
[13]The differences between upper and lower quartiles remained statistically significant.

In 1986, membership in voluntary organizations was associated with educational achievement. As Figure 4.11 shows, the mean number of organizations increased with each succeeding level of education.[14] It also appears that whatever differentiated students in their ability and desire to achieve different levels of postsecondary education was also associated with their membership in voluntary organizations.[15]

Figure 4.11
Mean Number of Voluntary Organizations Participated in by 1972 Seniors by Educational History



Opinions About Elementary and Secondary Education

All respondents to the fifth follow-up were asked their opinion as to whether or not there is a problem with teacher quality in schools today, whether or not teacher shortages are a problem, whether or not teachers are getting enough respect, and whether or not there is a problem with good teachers leaving the profession. Table 4.5 shows how the entire sample felt, and compares the responses of respondents who had children with those who did not. Differences between respondents with children and those without children tended to be relatively small. Respondents without children were less likely to "disagree" than those with children on every item. They were also more likely to "strongly agree" that teacher shortages in areas like math and science are a problem, and that there is a problem of good teachers leaving the profession.

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[14]With the exception of 1976, there were no significant differences between students with "some postsecondary" and those with a one- or two-year degree.

[15]Even in earlier years the same pattern of membership increasing with increasing attainment by 1986 was evident. Clearly, education in 1986 cannot determine membership in an earlier time period. It is possible, however, that common factors account both for students' achievement and their patterns of membership in organizations, and thus account for the pattern shown in Figure 4.11 between education and membership.

Table 4.6
Percent of 1972 Seniors Agreeing-Disagreeing to Statements About Teaching by Whether or Not They Have Children

		Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
Teacher quality is a problem in elementary and secondary schools today.						
	Total	24	37	22	15	2
	Have Children	25	35	28	10	2
	No Children	24	38	20	17	1
Teacher shortages in certain areas, such as math and science are a problem in elementary and secondary schools today.						
	Total	20	34	38	8	0
	Have Children	21	34	39	5	1
	No Children	19	34	38	10	0
Teachers getting enough respect from students, parents, and the community at large is a problem.						
	Total	34	40	15	11	1
	Have Children	36	38	17	8	2
	No Children	33	40	14	12	1
There is a problem of good teachers leaving the profession.						
	Total	32	37	27	3	0
	Have Children	36	35	26	2	1
	No Children	30	38	27	4	0

Rows may not sum to 100% due to rounding.

Summary of Findings

This chapter examined 1972 seniors' self-concept and locus of control scores, their participation in civic and voluntary organizations, and their opinions about elementary and secondary education. The major findings in each area were:

Self-Concept and Locus of Control

- Women had lower self-concept scores than men in the base year and succeeding follow-up surveys. Women were generally more likely to believe they could control events affecting their lives, but the differences between men and women tended to narrow over the fourteen year period covered by NLS-72.

- There were no statistically significant differences in self-concept scores among racial/ethnic groups except in 1972. Black and Hispanics, however, were less likely than whites to feel they could control events affecting their lives.

- Family socioeconomic status in 1972 was associated with self-concept and locus of control scores even after fourteen years: higher SES was associated with higher self-concept and a greater feeling of being able to control events affecting one's life.

- Educational experience by 1986 was associated with self-concept and locus of control scores: 1972 seniors who completed a B.A./B.S. or higher degree by 1986 had significantly higher self-concept scores than other educational groups on each survey.

Civic Participation

- The proportion of 1972 seniors registered to vote was 68 percent in 1974; twelve years later 78 percent reported being registered. About 70 percent of the seniors reported having voted in elections for local, state, or national elections.

- There were significant differences among racial/ethnic groups in the proportions registered to vote and voting. Whites were more likely than either blacks or Hispanics to be registered to vote in 1974, but by 1979 blacks reported being registered at significantly higher rates than whites.

- Registration and voting were associated with differences in family socioeconomic status. Both registration and voting were higher among students with higher SES. Differences between the upper and lower SES quartiles tended to narrow between 1974 and 1986 but they remained statistically significant.

- Men were members of more voluntary organizations than women in 1974, 1976 and 1979, but by 1986 women's participation in such organizations exceeded that of men.

- Membership in voluntary organizations was higher for students with higher educational attainment or from families with higher socioeconomic status. Differences among SES quartiles tended to narrow between 1974 and 1986. With the notable exception of the difference between 1972 seniors with "some postsecondary education" and those with a 1- or 2-year degree, the membership in voluntary organizations increased with increasing education.

Opinions About Education

- Substantial proportions of the 1972 seniors agreed that there are serious problems facing elementary and secondary schools. Over 60 percent agreed that teacher quality is a problem in elementary and secondary schools, almost 70 percent felt there is a problem with good teachers leaving the profession, and almost three-quarters believe teachers do not receive enough respect. There were few differences in opinions between those seniors who have children and those who do not.

APPENDIX A
Methodology and Technical Notes

The National Longitudinal Study has produced a longitudinal data base with a nationally representative sample of over 22,000 1972 high school seniors. As part of the long-term National Center for Education Statistics data collection program known as the National Education Longitudinal Studies, NLS-72 provides the most contemporary information available on these students. The 1972 senior sample was surveyed in 1972, 1973, 1974, 1976, 1979, and 1986.

The survey sample was designed to include sufficient numbers of students of particular interest in policy questions by over-sampling schools with high minority populations, alternative public schools, and private schools with high-achieving students. Follow-up surveys retained students in these groups at higher rates than other students.

The base year and follow-up surveys obtained extensive information on each student. Students have reported on such matters as their demographic characteristics, educational experiences, employment experiences, and family formation. In addition, students answered attitudinal questions relating to their self-concept, locus of control, and orientation toward work. Data on high school characteristics and location were also included. These data sets provided all of the information on student characteristics, employment, family formation, and attitudes described in this report. For further details concerning the NLS-72 data, interested readers should consult *National Longitudinal Study of the High School Senior Class of 1972 Fifth Follow-Up (1986) Data File User's Manual* (Tourangeau, Roger, *et al*, Chicago: National Opinion Research Center, 1987) .

In addition to the survey data, the Postsecondary Education Transcript Study was conducted in 1984. This study collected transcripts from academic and vocational postsecondary institutions that respondents reported attending between 1972 and 1979. Data from these transcripts were merged with information reported in the Fifth Follow-up Survey on postsecondary education after 1979 to provide the information on educational enrollment and attainment used in this report. For further details concerning the transcript data, interested readers should consult *National Longitudinal Study of the High School Senior Class of 1972 Postsecondary Education Transcript Study Data File User's Manual* (Jones, Calvin, *et al*, Chicago: National Opinion Research Center, 1986).

The 12,841 NLS-72 seniors used as the basis for this report are those who participated in the fifth follow-up survey in 1986. This was ensured by calculating all estimates with a weight designed for use with NLS-72 fifth follow-up data, FU5WT. Some of these students did not participate in all of the previous surveys and are missing information on particular variables. When this is the case, these students are excluded from estimates that require that information.

Accuracy of Estimates

The statistics in this report are estimates derived from a sample. Two broad categories of error occur in such estimates: sampling and nonsampling errors. Sampling errors happen because observations are made only on samples of students, not on entire populations. Nonsampling errors happen not only in surveys of sample groups but also in complete censuses of entire populations.

Nonsampling errors can be attributed to a number of sources: inability to obtain complete information about all students in all schools in the sample (some students or schools refused to participate, or students participated but answered only certain items); ambiguous definitions; differences in interpreting questions; inability or unwillingness to give correct information; mistakes in recording or coding data; and other errors of collecting, processing, sampling, and estimating missing data.

The accuracy of a survey result is determined by the effect of sampling and nonsampling errors. In surveys with sample sizes as large as those in the HS&B study, sampling errors generally are not the primary concern, except where separate estimates are made for relatively small subpopulations such as Asian-Americans or American Indians. Since there was only a small number of sample members who did not receive a high school diploma or equivalent by 1986, no separate analysis is performed for those with less than a high school diploma in this report. In this report, small sample sizes were not usually a problem.

The nonsampling errors are difficult to estimate. One major source of nonsampling error is nonresponse bias. The retention rates for the NLS-72 First, Second, Third, and Fourth Follow-ups were all above 90 percent. Seventy-eight percent of the students who participated in the base year survey responded to all of these follow-ups, and the overall response rate to the NLS-72 Fifth Follow-up survey was 89 percent. The response rate for in-scope transcripts requested in the Postsecondary Education Transcripts Study was 87 percent; transcripts were obtained for 91 percent of the 13,831 enrollees. The weights used to calculate the estimates were constructed in a fashion that compensated for instrument nonresponse. Earlier investigations of nonresponse bias in similar surveys found no major problems (see *National Longitudinal First Follow-up (1982) Sample Design Report*, by R. Tourangeau, H. McWilliams, C. Jones, M. Frankel, and F. O'Brien, Chicago: National Opinion Research Center, 1983).

Another major source of nonsampling error is the reliability and validity of the data. The reliability and validity of data very similar to that in NLS-72 have been examined in *Quality of Responses of High School Student to Questionnaire Items* (W. Fetters, P. Stowe, and J. Owings, Washington: National Center for Education Statistics, 1984). This study found that the reliability and validity of responses vary considerably depending on the item and the characteristics of the respondent. Contemporaneous, objective, and factually-oriented items are more reliable and valid than subjective, temporally remote, and ambiguous items. Older, white, or high-achieving students provide more reliable and valid responses than do younger, minority group, or low-achieving students. The estimates in this publication are reasonably reliable and valid.

Statistical Procedures

The descriptive comparisons in this report were based on **Student's t** statistics. Comparisons based on the tables include the estimates of the probability of a Type I error, or significance level. The significance levels were determined by calculating the **Student's t** values for the differences between each pair of means or proportions and comparing these to published tables of significance levels for two-tailed hypothesis testing. To obtain the confidence level for these comparisons, the significance may be subtracted from 1. For example, a $p<.01$ indicates that there is at least a 99 percent probability that the difference between the two groups in the sample did not occur by chance, but indicate differences between those two groups in the population (1 - 0.01 = 0.99).

Standard errors and unweighted Ns are included in the appendix in each descriptive table for interested readers. **Student's t** values may be computed for comparisons using these tables' estimates with the following formula:

$$t = \frac{P_1 - P_2}{\sqrt{se_1^2 + se_2^2}}$$

where P_1 and P_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors.

There are hazards in reporting statistical tests for each comparison. First, the test may make comparisons based on large t statistics appear to merit special attention. This can be misleading, since the magnitude of the t statistic is related not only to the observed differences in means or percentages but also to the number of students in the specific categories used for comparison. Hence, a small difference compared across a large number of students would produce a large t statistic.

The second hazard is that, when making several t tests, it becomes increasingly likely that at least one of them will give a misleading result. There is a five percent chance of getting a t value of 1.96 from sampling error and thus a result that is statistically significant at the .05 level when there is really no difference between the means or percentages being compared in the population from which the sample was drawn. Although this five percent risk seems acceptable for a single t test, the risk of getting at least one t value of 1.96 in a series of t tests goes up alarmingly. For five t tests, the risk of getting one misleading t score grows to 23 percent; for ten t tests, it grows to 40 percent; and for 20 t tests, the risk of getting one t value of 1.96 from sampling error increases to 64 percent.

The risk of finding a significant t score as a result of sampling error decreases for t scores over 1.96. Many of the comparisons discussed in this descriptive report produce t scores far larger than 1.96, with the result that the risk of getting that result from nonsampling error, even for many t tests, is quite low.

In order to reduce the probability of obtaining significant t scores from sampling error, the analysis for this report began by using a multivariate technique to identify those variables with some additional and unique effect after the effect of other variables have been taken into account. Most of the tables in this descriptive report show results only for student characteristics that were identified as having a significant relationship with the type of behavior studied, even within a multivariate analysis. Appendix B shows the variables used in a multivariate approach to identifying student characteristics that were related to postsecondary enrollment, employment after high school, marriage and family formation, and student attitudes. Occasionally, characteristics of special policy importance were included in addition to those identified using multivariate techniques.

The regression results presented in Appendix B of this report were computed using **PROC REG** of the Statistical Analysis System (*SAS User's Guide: Statistics, 1982 Edition*, Cary, NC: SAS Institute, 1982). Although all models were based on covariance matrices computed using FU5WT, and the degrees of freedom were adjusted appropriately, the resulting standard error estimates were underestimated. The underestimate was due to the clustering of the sample design of NLS-72. **SAS PROC REG** assumes simple random sampling as the basis for computing standard errors. Simple random sample techniques are inappropriate for estimating standard errors when the sample design is as complex as HS&B's.

To adjust for this underestimate standard errors of the regression coefficients were adjusted for sample design effects. For the all of the regression models shown in Appendix B, the standard errors were calculated using balanced repeated replication (BRR) procedures (L.L. Wise, *The BRRVAR Procedure: Documentation*, Palo Alto, CA: American Institutes for Research, 1983). The design effects reported for each predictor in each regression model were the ratio of the BRR estimate and the ordinary least squares (PROC REG) estimate.

The adjusted means reported in Appendix B were calculated from the reduced regression results shown in Appendix B. The formula for calculating the adjusted mean for a category J is the following:

$$M_j = A - \Sigma(P_i * B_i) + B_j$$

where M_j is the adjusted mean for category J, A is the intercept for the reduced regression model, B_j is the regression coefficient for the dummy variable representing category J, and Σ (Pi * Bi) is the sum of the products of the regression coefficients for related categories and the proportion of the sample that was characterized by those categories. Related categories are grouped together in each table of adjusted means (e.g.—four categories of socioeconomic status, five race/ethnic groups, men and women, etc.)

In most instances the variables used in this report were drawn directly from questionnaire responses. These are described in detail in the *National Longitudinal Study of the High School Senior Class of 1972 Fifth Follow-Up (1986) Data File User's Manual.* Variables created especially for this report are described below.

Variables Used in Chapter 1

Chapter 1 examines postsecondary enrollment and attainment. Data for both enrollment and attainment were obtained from the NLS-72 transcript file for the 1972-79 academic years and from the Fifth Follow-Up Survey for the 1979-86 academic years.

Postsecondary Enrollment. In this chapter and throughout this report, students described as having "some postsecondary education" are those who have attended at least two months in any vocational school, 2-year college, or 4-year college or university. To be included as enrolled in any one year, a student must have attended more than one month in that year at such a postsecondary institution.

Timing of Postsecondary Enrollment. In Chapter 1, students are sometimes classified according to their time of entry into postsecondary education. In some cases the span of years is shown, but in other cases students are divided into "Immediate Entrants" and "Delayed Entrants." When students are divided into these two categories, immediate entry is defined as entry by October 1972 and delayed entry as entry after that month.

Postsecondary Attainment. In this chapter, five categories describe the 1972 high school seniors' highest level of educational attainment from high school through 1986. The first includes those who never attended any postsecondary education. The second group includes those who attended a postsecondary institution but never earned a degree or certificate. These students may have been enrolled for as little as two months or for more than two years. Students in the "1- or 2-Year Degree" category completed a postsecondary program and received some type of vocational certificate or A.A. degree by 1986. "4-Year Degree" students completed a 4-year bachelor's degree by 1986, and those in the "Master's Degree or Higher"

category had completed an advanced degree by 1986. Since there were very few students in the sample who had not received a high school diploma or equivalent, this group is not described separately. Where appropriate, students who did not graduate are classified according to their participation and attainment in postsecondary education.

The measure for socioeconomic status used thoughout this report is based on an index created by the Research Triangle Institute for the NLS-72 surveys. This index gives equal weight to five student characteristics: mother's education, father's education, family income, occupational status of the father's occupation, and possessions in the home. More information on the construction of this index can be obtained from John Riccobono, *et al, National Longitudinal Study: Base Year (1972) through Fourth Follow-Up (1979) Data File Users Manual,* Appendix K, Volume II, June 1981.

Variables Used in Chapter 2

Two variables were used in the analysis for this chapter of the report: "Level of Education" and "Employment Experiences."

Level of Education. This variable used in this tabulation describes the 1972 high school seniors' educational attainment from high school through 1986. Five categories describe the respondent's level of educational experience. Respondents with "High School Diploma or GED Only" were those who had received a diploma or equivalent by 1986, but had not enrolled in any postsecondary education. Students with "Some Postsecondary Education" (Some PSE) were those who had enrolled for at least two months in a postsecondary institution but who had not completed a postsecondary degree. Students in the "1- or 2-Year Degree" category completed a postsecondary program and received some type of vocational certificate or A.A. degree by 1986. "4-Year Degree" students completed a 4-year bachelor's degree or higher by 1986, and those in the "Master's Degree or Higher" category had completed an advanced degree by 1986. Students who had not received a high school diploma or equivalent by 1986 are not included in the analysis of this chapter.

Employment History. The employment history variable uses four categories to summarize individuals' employment experiences between 1979 and 1986. These are 1) continuous full-time employment, 2) discontinuous full-time employment, 3) part-time employment, and 4) not in the labor force (NILF). The continuous full-time category includes only those respondents who were employed continuously full-time throughout the period October 1979 through February 1986. The discontinuous full-time category is designed to reflect a pattern of alternation between full-time work, part-time work, and/or non-participation in the labor force. The part-time category includes all persons who worked predominantly part-time throughout the period, and the NILF category is reserved for all respondents who do not meet the criteria for inclusion in any of the other employment categories. The following criteria were used for determining the employment status of the members of the 1972 senior class:

- *Continuous Full-Time Employment.* Respondents must have been in the labor force from October 1979 through February 1986. However, they need not have been in the same job for that whole period.

- *Discontinuous Full-Time Employment.* Respondents must have been employed full-time for an average of four or more months per 12 months in the labor force between 1979 and 1986. A respondent is considered to be in the labor force if they were employed or unemployed and looking for work. In addition, respondents must have been in the labor force for at least 24 months between 1979 and 1986 to be included in this category.

- *Part-Time Employment.* Respondents must have been in the labor force for a minimum of 24 months between 1979 and 1986 to be eligible for inclusion in this employment category. In addition, they cannot have been employed full-time for more than three months on average for every 12 months in the labor force.

- *Not in the Labor Force.* Individuals will be included in this category if they did not meet the requirements for inclusion in any of the other three categories. At the minimum, respondents must have been employed at least 24 months between 1979 and 1986 to be included in one of the longitudinal variables.

The following table shows the coding for the six occupational groupings used in the last section of Chapter 2. The occupational codes shown are derived from the Department of Labor classification system. These groupings were constructed with two factors in mind: the similarity of the occupations being aggregated and the size of the occupational categories included. Both of these criteria could not be met in each case, and where this was so, the cell size consideration was given primacy.

Type of Occupation	Occupational Codes
• Professional/Technical & Kindred	001-195
• Managers/Administrators (including Farm)	201-245, 801-802
• Clerical/Sales & Kindred	260-280, 301-395
• Operatives/Crafts & Kindred	401-580, 601-695, 701-715
• Laborers (including Farm)	740-785, 821-824
• Service Workers (including Household)	901-984

Variables Used in Chapter 3

The variable for students' level of education used in this chapter is the same as that used in Chapter 2.

In order to produce Figures 3.2 to 3.7, marital status variables were created for each year between 1973 and 1986. Marital status was described in three categories: not married, married, and divorced, widowed, or separated. Any student who began a first marriage at some point in a given year were placed into the "Married" category for that year. A student who was not married during any part of the year was placed into the "Not Married" category. Students who were divorced, widowed, or separated for six or more months in a particular year were placed into the category of the same name, even if they remarried during that year.

The average age at first marriage was calculated using the student's birthdate and the date when the student first married. In cases where the month was missing from the birth or wedding date, it was arbitrarily set to June. (June represented the median for the month students married.) If the year of either marriage or birth were missing, the case was not included in the average.

A parent variable was created to describe the presence of "birth" children in each year from 1973 to 1986. This was created by first determining whether or not students had any birth children in 1986. Respondents were considered parents from the birthdate of the oldest birth child to 1986.

Table 3.3 shows the distribution of 1972 seniors by the number of children in 1986. The number of children was calculated by summing the number of birth, adopted and step-children. The number of foster-children was omitted from the calculation.

Variables Used in Chapter 4

The variable for student educational attainment used in this chapter is the same as that used in Chapter 2.

Questions measuring self-concept and locus of control were combined to form composite measures for the base year, first follow-up, and third follow-up surveys. Each item in a scale was standardized to a mean of zero and a standard deviation of one using the weighted mean and standard deviation. Prior to standardization, several items were reverse-scored, to preserve the underlying dimensionality of each index. These reversals are indicated below. The non-missing standardized items were summed and divided by the number of non-missing items. A description of each index and the items used in its creation follows.

Self-Concept. All the items in the self-concept scale were derived from Rosenberg.[1] The statements were all in Likert format (agree strongly, agree somewhat, disagree somewhat, disagree strongly). "No opinion" was included as the last answer category. "No opinion" choices were treated as a neutral category falling between agree somewhat and disagree somewhat. All items were coded so that high scores represent high self-concept. A boldfaced R indicates that answer categories for this item were reverse-coded. The NLS-72 identifiers for each item are the following:

R0323	0668	1499	2263	3184	FI115A	I take a positive attitude toward myself
R0325	0670	1501	2265	3186	FI115C	I feel I am a person of worth, equal to others
R0326	0671	1502	2266	3187	FI115D	I am able to do things as well as most other people.
R0330	0675	1506	2270	3191	FI115H	On the whole, I am satisfied with myself.

[1] M. Rosenberg, *Society and the Adolescent Self-Image*, Princeton: Princeton University Press, 1965.

Locus of Control. Locus of control refers to whether respondents believe they can determine what happens to them or whether external factors such as "fate, luck, chance, powerful others, or the unpredictable" are controlling.[2] The items were coded so that high scores reflected respondents' beliefs that they could control events affecting their lives ("internal locus of control orientation"). The NLS-72 identifiers for the locus of control scales are the following:

0324	0669	1500	2264	3185	FI115B	Good luck is more important than hard work for success.
0327	0672	1503	2267	3188	FI115E	Every time I try to get ahead, something or somebody stops me.
0328	0673	1504	2268	3189	FI115F	Planning only makes a person unhappy, since plans hardly ever work out anyway.
0329	0674	1505	2269	3190	FI115G	People who accept their condition in life are happier than those who try to change things.

To examine change in self-concept scores between 1972 and 1986, scores on the base year, first, second, third, fourth, and fifth follow-up self-concept indices were compared to each other to create a stability/change dependent variable. The six categories reflect the percent of respondents:

- who were in the top third of index scores in all periods (hereinafter referred to as "high");
- the percent whose scores moved higher from the bottom or middle third anytime between 1972 and 1986 and whose scores never fell from this higher value;
- the percent whose scores moved lower from the top or middle third of index scores anytime between 1972 and 1986 and never rose;
- the percent whose scores remained in the middle third during each survey period;
- the percent whose scores remained in the bottom third for each survey period between 1972 and 1986 (hereinafter referred to as "low"); and
- the percent whose scores rose or fell and did not remain constant (hereinafter referred to as "inconsistent" scores).

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[2] A.P. MacDonald. "Internal-External Locus of Control" p.169 in John Robinson and Phillip Shaver (eds.), *Measures of Social Psychological Attitudes*, Ann Arbor: Institute for Social Research, 1973.

Respondents missing index scores for any follow-up had their scores on the stability/change measure calculated using information for all follow-ups for which valid data were available.

Voluntary Organizations. Information about participation in civic, fraternal, job-related, and charitable voluntary organizations was collected for the second through fifth follow-ups. The voluntary organizations index was created by counting the number of organizations for which active participation was indicated. For respondents who were not members of any organization, or who were members but not active members, index scores of zero were assigned. The advantage of this procedure was that it identified those 1980 seniors who were likely to be real rather than "paper" participants. Membership in the following types of organizations were counted:

1486	2250	3171	FI117A	Youth organizations—such as Little League coach, scouting, etc.
1487	2251	3172	FI117B	Union, farm, trade or professional association
1488	2252	3173	FI117C	Political clubs or organizations
1489	2253	3174	FI117D	Church or church-related activities (not including worship activities)
1490	2254	3175	FI117E	Community centers, neighborhood improvement or social action associations
1491	2255	3176	FI117F	Organized volunteer work—such as in a hospital
1492	2256	3177	FI117G	A social, hobby, garden or card playing group
1493	2257	3178	FI117H	Sports teams or sports clubs
1494	2258	3179	FI117I	A literary, art, discussion, music, or study group
1495	2259	3180	FI117J	Educational organizations—such as PTA or an academic group
1496	2260	3181	FI117K	Service organizations—such as Rotary, Junior Chamber of Commerce, Veterans, etc.
1497	2261	3182	FI117L	A student government, newspaper, journal or annual staff
1498	2262	3183	FI117M	Another voluntary group

Civic Participation. The second, third, fourth, and fifth follow-ups contain a number of questions about registration and voting, and the intensity of involvement in civic affairs. A simple additive index of items measuring interest in civic participation was created for the second through fifth follow-ups. The answer categories—(1) frequently, (2) sometimes, and (3) never—were reversed, so that high scores reflect higher involvement. Missing data on any item was treated the same as a "never" response. The NLS-72 identifiers are:

1531	2312	3228	FI114A	When you talked with your friends, did you ever talk about public problems—that is, what's happening in the country or in your community?
1532	2313	3229	FI114B1	Did you ever talk about public problems with any of the following people: Your family?
1533	2114	3230	FI114B2	People where you work?
1534	2115	3231	FI114B3	Community leaders, such as club or church leaders?
1535	2116	3232	FI114C	Ever talk about public problems with elected government officials or people in politics such as Democratic or Republican leaders?
1536	2317	3233	FI114D	Ever talk to people to try to get them to vote for or against a candidate?
1537	2318	3234	FI114E	Ever give any money or buy tickets to help someone who was trying to win an election?
1538	2319	3235	FI114F	Ever go to any political meetings, rallies, barbecues, fish fries or things like that in connection with an election?
1539	2320	3236	FI114G	Ever do any work to help a candidate in his or her campaign?
1540	2321	3237	FI114H	Ever hold an office in a political party or get elected to a government job?

The following table presents several descriptive statistics about the four scales used in Chapter 4.

Table A.1
Descriptive Statistics for Self-Concept, Locus of Control, Membership in Voluntary Organizations, and Civic Participation Composites

Year	Mean	Standard Deviation	Min	Max	Unweighted N
		Self-Concept			
1972	-.001	.711	-3.21	1.27	9,641
1973	-.001	.711	-4.05	1.12	11,871
1974	-.0004	.735	-4.14	1.10	11,977
1976	.0002	.756	-4.28	1.04	12,238
1979	-.001	.768	-4.57	1.02	11,938
1986	-.002	.778	-4.67	1.05	12,236
		Locus of Control			
1972	-.001	.650	-2.59	1.22	9,632
1973	-.001	.646	-3.50	1.17	11,870
1974	-.0003	.670	-2.71	1.11	11,969
1976	-.004	.682	-2.90	1.08	12,234
1979	-.0004	.694	-3.05	1.15	11,392
1986	-.001	.692	-3.64	1.11	12,233
		Voluntary Organizations			
1973	.986	1.39	0	13	12,841
1974	1.01	1.37	0	13	12,841
1976	1.01	1.41	0	13	12,841
1986	1.24	1.51	0	13	12,841
		Civic Participation			
1974	15.61	3.29	2	30	11,935
1976	15.47	3.18	1	30	12,236
1979	14.75	3.61	10	30	12,841
1986	15.17	3.31	10	30	12,841

APPENDIX B
Tables of Regression Coefficients and Adjusted Means

Table B.1
Regression Results for Receiving Any Postsecondary Degree by 1986

Variable Name	Label	<—Full Model—> Mean	df	WLS Coefficient	Regression Error	BRR Error	T	Sig.	DEFT	<—Reduced Model—> WLS Coefficient	Regression Error	T	Sig.
INTERCEPT		0.46	1	0.48	0.09					0.46	0.06		
MALE	Male	0.51	1	0.03	0.01	0.02	2.10	<=.05	1.11	0.03	0.01	1.98	<=.05
RACE1	Hispanic	0.03	1	0.00	0.04	0.05	0.08		1.24	-0.02	0.04	0.51	
RACE2	Am Indian	0.01	1	0.13	0.07	0.06	2.24	<=.05	0.88	0.13	0.06	2.21	<=.05
RACE3	Asian	0.00	1	0.04	0.11	0.17	0.22		1.49	0.04	0.11	0.23	
RACE4	Black	0.06	1	0.07	0.03	0.04	1.82	<=.10	1.40	0.07	0.03	1.70	<=.10
TEST1	Low	0.16	1	-0.06	0.02	0.03	1.96	<=.10	1.29	-0.06	0.02	1.94	<=.10
TEST2	25-75%	0.46	1	-0.02	0.02	0.03	0.94		1.63	-0.02	0.02	0.86	
GRADE1	A	0.12	1	0.24	0.04	0.05	4.79	<=.01	1.37	0.24	0.04	4.87	<=.01
GRADE2	A to B	0.24	1	0.16	0.03	0.04	4.70	<=.01	1.08	0.17	0.03	4.88	<=.01
GRADE3	B	0.23	1	0.11	0.03	0.03	3.51	<=.01	0.99	0.11	0.03	3.60	<=.01
GRADE4	B to C	0.24	1	0.04	0.03	0.04	1.21		1.15	0.04	0.03	1.23	
GRADE5	C	0.12	1	0.00	0.03	0.04	0.13		1.11	0.00	0.03	0.03	
PROG1	General	0.29	1	0.07	0.02	0.02	3.60	<=.01	1.08	0.07	0.02	3.41	<=.01
PROG2	Academic	0.51	1	0.15	0.02	0.03	5.73	<=.01	1.25	0.15	0.02	5.73	<=.01
NOHCAP	No Handicap	0.98	1	-0.03	0.05	0.06	0.43		1.18				
PLAN1	LT HS Grad	0.02	1	-0.31	0.05	0.06	5.00	<=.01	1.15	-0.30	0.05	4.90	<=.01
PLAN2	HS	0.17	1	-0.37	0.03	0.04	8.98	<=.01	1.49	-0.36	0.03	8.89	<=.01
PLAN3	Vocational	0.18	1	-0.27	0.03	0.04	6.94	<=.01	1.50	-0.27	0.03	6.98	<=.01
PLAN4	2-Yr College	0.11	1	-0.17	0.03	0.04	4.59	<=.01	1.38	-0.16	0.03	4.43	<=.01
PLAN5	4-Yr College	0.37	1	-0.02	0.02	0.03	0.70		1.53	-0.02	0.02	0.62	
SES1	Low	0.22	1	0.01	0.03	0.06	0.14		1.61	-0.01	0.03	0.22	
SES2	25-75%	0.49	1	-0.02	0.02	0.03	0.62		1.40	-0.01	0.02	0.50	
PARED1	LT HS	0.16	1	-0.16	0.03	0.04	4.39	<=.01	1.10	-0.15	0.03	4.25	<=.01
PARED2	HS Only	0.36	1	-0.15	0.03	0.03	5.12	<=.01	1.02	-0.15	0.03	5.06	<=.01
PARED3	Some College	0.22	1	-0.10	0.03	0.03	3.85	<=.01	1.01	-0.10	0.03	3.86	<=.01
PARED4	4 Yrs College	0.13	1	-0.07	0.03	0.04	1.92	<=.10	1.39	-0.07	0.03	1.91	<=.10
INC1	LT $6K	0.14	1	-0.04	0.03	0.07	0.65		2.25				
INC2	$6-9K	0.20	1	0.02	0.03	0.05	0.51		1.83				
INC3	$9-12K	0.23	1	0.01	0.02	0.04	0.27		1.65				
INC4	$12-18K	0.27	1	0.01	0.02	0.04	0.26		1.75				
FSIZE1	1-3	0.04	1	0.40	0.20	0.22	1.83	<=.10	1.08	0.38	0.20	1.73	<=.10
FSIZE2	Four	0.20	1	0.14	0.03	0.04	3.42	<=.01	1.47	0.14	0.03	3.52	<=.01
FSIZE3	Five	0.24	1	0.09	0.02	0.03	3.29	<=.01	1.18	0.09	0.02	3.38	<=.01
FSIZE4	Six	0.19	1	0.06	0.02	0.03	1.84	<=.10	1.31	0.06	0.02	1.85	<=.10
FSIZE5	7 or 8	0.21	1	0.05	0.02	0.03	1.81	<=.10	1.14	0.05	0.02	1.90	<=.10
LANG1	No English	0.07	1	-0.04	0.03	0.03	1.10		1.30				
TYPE1	Public	0.89	1	-0.03	0.04	0.07	0.47		1.71				
TYPE2	Catholic	0.08	1	-0.05	0.05	0.07	0.78		1.43				
TYPE3	Private	0.00	1	-0.05	0.10	0.14	0.34		1.42				
REG1	Northeast	0.26	1	0.06	0.02	0.03	2.03	<=.05	1.45	0.06	0.02	1.99	<=.05
REG2	No Central	0.31	1	0.07	0.02	0.03	2.82	<=.01	1.33	0.07	0.02	2.89	<=.01
REG3	South	0.27	1	0.01	0.02	0.02	0.32		0.98	0.01	0.02	0.44	
URB1	Rural	0.21	1	0.04	0.03	0.05	0.82		1.81				
URB2	Small City	0.29	1	0.07	0.02	0.05	1.53		1.93				
URB3	Med City	0.11	1	0.06	0.03	0.05	1.35		1.72				
URB4	Sub Med City	0.09	1	0.05	0.03	0.07	0.74		2.36				
URB5	Large City	0.08	1	0.06	0.03	0.05	1.18		1.75				
URB6	Sub 1 City	0.09	1	0.07	0.03	0.05	1.38		1.78				
URB7	V Lge City	0.03	1	0.02	0.04	0.05	0.41		1.13				
BPOS1	Only Child	0.04	1	-0.26	0.20	0.23	1.16		1.12	-0.23	0.20	1.03	
BPOS2	Eldest	0.26	1	0.01	0.02	0.03	0.46		1.52	0.02	0.02	0.72	
BPOS3	Middle	0.46	1	0.05	0.02	0.03	1.70	<=.10	1.74	0.06	0.02	1.82	<=.10
HSWK1	No Hmwrk	0.04	1	-0.09	0.04	0.07	1.23		1.73	-0.08	0.04	1.15	
HSWK2	Do Not Do	0.06	1	-0.18	0.04	0.09	2.02	<=.05	2.47	-0.18	0.04	2.02	<=.05
HSWK3	LT 5 hrs	0.52	1	-0.09	0.03	0.05	1.80	<=.10	1.89	-0.09	0.03	1.78	<=.10
HSWK4	5-10 hrs	0.32	1	-0.08	0.03	0.05	1.63		1.74	-0.08	0.03	1.62	
	Adj. R-Sq. = 0.32			N = 4534			Avg DEFT:		1.44		Adj. R-Sq. = 0.31		

Table B.2
Adjusted Means for Receiving Any Postsecondary Degree by 1986

Label	Mean	WLS b	Product	Adjusted Mean
INTERCEPT	0.46	0.46	0.46	
SEX				
Male	0.51	0.03	0.02	0.48
Female				0.45
RACE/ETHNICITY				
Hispanic	0.03	-0.02	0.00	0.43
Am Indian	0.01	0.13	0.00	0.58
Asian	0.00	0.04	0.00	0.50
Black	0.06	0.07	0.00	0.53
White				0.46
HS TEST SCORES				
Low	0.16	-0.06	-0.01	0.42
Medium	0.46	-0.02	-0.01	0.46
High				0.48
HS GRADES				
A	0.12	0.24	0.03	0.60
A to B	0.24	0.17	0.04	0.53
B	0.23	0.11	0.03	0.47
B to C	0.24	0.04	0.01	0.40
C	0.12	0.00	0.00	0.36
LT C				0.36
HS PROGRAM				
General	0.29	0.07	0.02	0.44
Academic	0.51	0.15	0.07	0.52
Vocational				0.37
PSE PLANS 1972				
LT HS Grad	0.02	-0.30	0.00	0.31
HS	0.17	-0.36	-0.06	0.24
Vocational	0.18	-0.27	-0.05	0.33
2-Yr College	0.11	-0.16	-0.02	0.44
4-Yr College	0.37	-0.02	-0.01	0.59
Adv Deg				0.60
SOCIOECONOMIC STATUS				
Low	0.22	-0.01	0.00	0.46
25-75%	0.49	-0.01	-0.01	0.46
Upper 25%				0.47
HIGHEST PARENT EDUCATION				
LT HS	0.16	-0.15	-0.03	0.42
HS Only	0.36	-0.15	-0.05	0.43
Some Coll	0.22	-0.10	-0.02	0.47
4 Yrs Coll	0.13	-0.07	-0.01	0.51
MA/PhD				0.57

Table B.2
Adjusted Means for Receiving Any Postsecondary Degree by 1986
(continued)

Label	Mean	WLS b	Product	Adjusted Mean
FAMILY SIZE				
3-Jan	0.04	0.38	0.02	0.75
Four	0.20	0.14	0.03	0.52
Five	0.24	0.09	0.02	0.47
Six	0.19	0.06	0.01	0.43
7 or 8	0.21	0.05	0.01	0.43
> 8				0.38
HS REGION				
Northeast	0.26	0.06	0.02	0.48
No Central	0.31	0.07	0.02	0.50
South	0.27	0.01	0.00	0.43
West				0.42
BIRTH ORDER				
Only Child	0.04	-0.23	-0.01	0.21
Eldest	0.26	0.02	0.01	0.46
Middle	0.46	0.06	0.03	0.50
Youngest				0.44
HOURS OF HS HOMEWORK				
No Hmwrk	0.04	-0.08	0.00	0.47
Do Not Do	0.06	-0.18	-0.01	0.37
LT 5 hrs	0.52	-0.09	-0.05	0.46
5-10 hrs	0.32	-0.08	-0.02	0.47
> 5 hrs				0.55

Table B.3
Regression Results for Mean Number of Months of Employment
August 1972 to February 1986

Variable		<---Full Model--->								<---Reduced Model--->			
				WLS	Regression	BRR				WLS	Regression		
Name	Label	Mean	df	Coefficient	Error	Error	T	Sig.	DEFT	Coefficient	Error	T	Sig.
INTERCEPT	INTERCEPT	55.96	1	25.09	7.32					40.43	4.872		
MALE	Male	0.51	1	13.97	0.86	1.22	11.49	<=.01	1.42	13.43	0.786	12.03	<=.01
RACE1	Hispanic	0.03	1	3.77	2.43	2.56	1.47		1.05	4.17	2.342	1.69	<=.10
RACE2	Am Indian	0.01	1	-2.23	4.06	3.99	0.56		0.98	-0.96	4.042	0.24	
RACE3	Asian	0.00	1	-13.11	6.94	9.32	1.41		1.34	-12.71	6.965	1.36	
RACE4	Black	0.06	1	5.41	1.88	3.07	1.76	<=.10	1.63	6.08	1.804	2.07	<=.05
TEST1	Low	0.16	1	-7.89	1.52	2.04	3.87	<=.01	1.34	-9.96	1.282	5.79	<=.01
TEST2	25-75%	0.46	1	-2.18	1.00	1.43	1.52		1.43	-2.70	0.889	2.12	<=.05
GRADE1	A	0.12	1	1.99	2.32	4.57	0.43		1.97				
GRADE2	A to B	0.24	1	3.97	2.06	3.80	1.05		1.85				
GRADE3	B	0.23	1	5.30	1.98	4.17	1.27		2.11				
GRADE4	B to C	0.23	1	4.11	1.92	4.27	0.96		2.23				
GRADE5	C	0.12	1	3.78	2.04	4.13	0.92		2.02				
PROG1	General	0.29	1	0.03	1.17	1.88	0.01		1.61				
PROG2	Academic	0.51	1	-2.60	1.32	1.94	1.34		1.47				
NOHCAP	No Handicap	0.98	1	9.30	3.16	6.22	1.49		1.97				
PLAN1	LT HS Grad	0.02	1	-1.88	3.36	5.51	0.34		1.64				
PLAN2	HS	0.17	1	-0.62	1.86	3.01	0.20		1.62				
PLAN3	Vocational	0.18	1	2.86	1.71	3.19	0.89		1.87				
PLAN4	2-Yr College	0.12	1	0.59	1.74	3.14	0.19		1.81				
PLAN5	4-Yr College	0.37	1	3.35	1.25	2.61	1.29		2.08				
SES1	Low	0.22	1	5.19	2.14	3.89	1.33		1.82	4.97	1.729	1.58	
SES2	25-75%	0.49	1	-0.78	1.47	1.81	0.43		1.23	-0.82	1.289	0.52	
PARED1	LT HS	0.16	1	-8.23	2.12	4.41	1.87	<=.10	2.08	-8.23	2.065	1.92	<=.10
PARED2	HS Only	0.37	1	-2.26	1.79	2.61	0.86		1.46	-1.86	1.747	0.73	
PARED3	Some College	0.22	1	1.14	1.62	1.99	0.57		1.23	1.97	1.600	1.01	
PARED4	4 Yrs College	0.13	1	0.85	1.57	1.99	0.43		1.26	1.23	1.560	0.62	
INC1	LT $6K	0.14	1	-0.28	1.92	3.56	0.08		1.86				
INC2	$6-9K	0.20	1	0.33	1.61	2.80	0.12		1.74				
INC3	$9-12K	0.23	1	2.16	1.48	2.95	0.73		1.99				
INC4	$12-18K	0.27	1	1.65	1.29	2.54	0.65		1.97				
CHILD1	No Child	0.35	1	20.89	9.14	7.11	2.94	<=.01	0.78	22.88	9.149	3.22	<=.01
CHILD2	1 Child	0.19	1	14.37	3.32	5.26	2.73	<=.01	1.58	14.96	3.302	2.86	<=.01
CHILD3	2 Children	0.27	1	13.06	3.28	5.42	2.41	<=.05	1.65	13.55	3.269	2.51	<=.05
CHILD4	3-4 Children	0.17	1	10.89	3.33	5.61	1.94	<=.10	1.69	10.56	3.317	1.89	<=.10
FSIZE1	1 to 3	0.04	1	-36.27	12.57	18.91	1.92	<=.10	1.50				
FSIZE2	Four	0.20	1	1.43	1.72	2.94	0.49		1.71				
FSIZE3	Five	0.24	1	0.30	1.50	3.04	0.10		2.03				
FSIZE4	Six	0.19	1	3.30	1.48	2.88	1.15		1.94				
FSIZE5	7 or 8	0.21	1	1.85	1.43	2.33	0.80		1.63				
LANG1	No English	0.07	1	0.73	1.59	2.23	0.33		1.40				
TYPE1	Public	0.89	1	2.73	2.65	4.26	0.64		1.61				
TYPE2	Catholic	0.08	1	6.15	2.98	4.81	1.28		1.62				
TYPE3	Private	0.00	1	-7.78	6.23	10.90	0.71		1.75				
REG1	Northeast	0.26	1	0.70	1.30	2.32	0.30		1.78	0.23	1.251	0.10	
REG2	No Central	0.31	1	4.23	1.23	1.98	2.13	<=.05	1.61	4.70	1.211	2.41	<=.05
REG3	South	0.27	1	3.66	1.28	1.75	2.09	<=.05	1.37	3.38	1.264	1.96	<=.05
URB1	Rural	0.21	1	0.47	1.64	2.91	0.16		1.78				
URB2	Small City	0.29	1	-0.90	1.51	2.94	0.30		1.95				
URB3	Med City	0.11	1	-0.69	1.76	3.18	0.22		1.80				
URB4	Sub Med City	0.09	1	-2.82	1.84	4.71	0.60		2.57				
URB5	Large City	0.08	1	-1.33	1.91	2.93	0.45		1.53				
URB6	Sub 1 City	0.09	1	-1.57	1.81	2.90	0.54		1.61				
URB7	V Lge City	0.03	1	1.57	2.68	2.90	0.54		1.08				
BPOS1	Only	0.04	1	37.12	12.63	19.81	1.87	<=.10	1.57	-0.79	2.064	0.24	
BPOS2	Eldest	0.26	1	-0.77	1.12	1.78	0.43		1.59	-0.73	1.104	0.41	
BPOS3	Middle	0.46	1	0.95	1.16	1.62	0.59		1.40	1.25	0.986	0.91	
HSWK1	No Hmwrk	0.04	1	-3.61	2.69	6.04	0.60		2.25				
HSWK2	Do Not Do	0.06	1	-3.21	2.35	2.85	1.12		1.22				
HSWK3	LT 5 hrs	0.52	1	-2.71	1.73	2.24	1.21		1.29				
HSWK4	5-10 hrs	0.32	1	-0.85	1.73	1.91	0.45		1.10				
FFOR1	Marr No Child	0.14	1	-7.01	9.08	6.63	1.06		0.73	-8.16	9.106	1.23	
FFOR2	Marr Children	0.57	1	-5.85	3.47	3.67	1.59		1.06	-5.75	3.470	1.57	
FFOR3	D/W/S No Child	0.04	1	-12.11	9.24	9.59	1.26		1.04	-13.95	9.254	1.45	
FFOR4	D/W/S Children	0.06	1	-5.75	3.75	3.46	1.66	<=.10	0.92	-6.02	3.740	1.75	<=.10
FFOR5	Lv Tgth No Child	0.02	1	-2.90	9.44	5.77	0.50		0.61	-5.05	9.470	0.87	
FFOR6	Lv Tgth Children	0.01	1	-2.34	4.72	2.73	0.86		0.58	-2.68	4.709	0.98	
FFOR7	Nvr Marr No Child	0.15	1	-11.12	9.08	7.17	1.55		0.79	-12.75	9.099	1.78	<=.10
ED1	No HS Diploma	0.00	1	5.81	14.07	13.23	0.44		0.94				
ED2	HS Diploma	0.24	1	-2.28	1.90	3.07	0.74		1.62				
ED3	Some PSE	0.29	1	-1.05	1.60	2.02	0.52		1.26				
ED4	1- or 2-Yr Degree	0.12	1	0.63	1.82	2.02	0.31		1.11				
ED5	BA/BS	0.25	1	0.84	1.49	2.10	0.40		1.41				
	Adj. R-Sq. = 0.13			N = 4504			Avg. DEFT:		1.51	Adj. R-Sq. = .11			

Table B.4
Adjusted Means for Mean Number of Months of Employment
August 1972 to February 1986

Label	Means	WLS b	Product	Adjusted Mean
INTERCEPT	55.96	40.431	29.34	
SEX				
Male	0.51	13.434	6.85	62.53
Female				49.10
RACE/ETHNICITY				
Hispanic	0.03	4.168	0.13	59.68
Native American	0.01	-0.962	-0.01	54.55
Asian	0.00	-12.714	-0.04	42.79
Black	0.06	6.078	0.37	61.59
White				55.51
ABILITY QUARTILE				
Lower 25%	0.16	-9.960	-1.60	48.84
Middle 50%	0.46	-2.697	-1.24	56.10
Upper 25%				58.80
SES QUARTILE				
Lower 25%	0.22	4.972	1.08	60.24
Middle 50%	0.49	-0.820	-0.40	54.45
Upper 25%				55.27
PARENT HI EDUC				
LT HS	0.16	-8.233	-1.35	49.15
HS Diploma Only	0.37	-1.862	-0.68	55.52
Some College	0.22	1.974	0.44	59.36
4 Years College	0.13	1.229	0.16	58.62
MA/PhD				57.39
HAS CHILDREN				
None	0.35	22.884	8.01	62.46
1	0.19	14.965	2.88	54.54
2	0.27	13.545	3.70	53.12
3 to 4	0.17	10.560	1.79	50.14
5 or More				39.58
HS REGION				
North East	0.26	0.233	0.06	53.77
North Central	0.31	4.705	1.45	58.24
South	0.27	3.382	0.91	56.91
West				53.53
BIRTH POSITION				
Only Child	0.04	-0.793	-0.03	54.82
Eldest	0.26	-0.725	-0.19	54.88
Middle	0.46	1.247	0.57	56.86
Youngest				55.61
FAMILY FORMATION				
Mar No Ch	0.14	-8.159	-1.15	55.13
Mar Ch	0.57	-5.746	-3.25	57.54
D/W/S No Ch	0.04	-13.947	-0.52	49.34
D/W/S Ch	0.06	-6.021	-0.36	57.27
Liv Toget No Ch	0.02	-5.054	-0.10	58.23
Liv Toget Ch	0.01	-2.680	-0.04	60.61
Never Mar No Ch	0.15	-12.752	-1.92	50.54
Never Mar Ch				63.29

Table B.5
Regression Results for Number of Marriages by 1986

Variable Name	Label	<----Full Model----> Mean	df	WLS Coefficient	Regression Error	BRR Error	T	Sig.	DEFT	<----Reduced Model----> WLS Coefficient	Regression Error	T	Sig.
INTERCEP	Intercept	1.08	1	0.86	0.10					0.83	0.07		
SEX	Male	0.50	1	-0.05	0.01	0.02	3.00	<=.01	1.01	-0.03	0.01	2.51	<=.05
RACE1	Hispanic	0.03	1	-0.03	0.04	0.04	0.77		1.05	-0.06	0.04	1.38	
RACE2	Am Indian	0.01	1	-0.03	0.07	0.12	0.23		1.66	-0.03	0.07	0.23	
RACE3	Asian	0.00	1	-0.15	0.12	0.20	0.77		1.66	-0.14	0.12	0.72	
RACE4	Black	0.06	1	-0.11	0.03	0.04	2.78	<=.01	1.16	-0.13	0.03	3.45	<=.01
TEST1	Low	0.17	1	-0.03	0.03	0.03	1.03		1.06				
TEST2	25-75%	0.46	1	-0.01	0.02	0.02	0.52		1.14				
GRADE1	A	0.12	1	-0.06	0.04	0.06	0.93		1.53				
GRADE2	A to B	0.24	1	-0.05	0.04	0.06	0.95		1.58				
GRADE3	B	0.22	1	-0.01	0.03	0.05	0.29		1.33				
GRADE4	B to C	0.24	1	0.00	0.03	0.05	0.01		1.40				
GRADE5	C	0.12	1	-0.02	0.04	0.05	0.48		1.28				
PROG1	General	0.30	1	0.03	0.02	0.03	1.05		1.31	0.02	0.02	0.92	
PROG2	Academic	0.49	1	0.04	0.02	0.02	1.90	<=.10	1.01	0.05	0.02	2.15	<=.05
NOHCAP	No Handicap	0.99	1	0.14	0.06	0.08	1.93	<=.10	1.27	0.13	0.06	1.75	<=.10
PLAN1	LT HS Grad	0.02	1	0.06	0.06	0.06	1.02		1.03	0.07	0.06	1.19	
PLAN2	HS	0.18	1	0.09	0.03	0.04	2.08	<=.05	1.25	0.10	0.03	2.40	<=.05
PLAN3	Vocational	0.19	1	0.03	0.03	0.03	1.02		0.93	0.04	0.03	1.49	
PLAN4	2-Yr College	0.12	1	-0.01	0.03	0.03	0.17		1.04	0.00	0.03	0.02	
PLAN5	4-Yr College	0.36	1	-0.01	0.02	0.02	0.41		1.06	0.00	0.02	0.07	
SES1	Low	0.22	1	0.04	0.04	0.05	0.87		1.30	0.04	0.02	1.28	
SES2	25-75%	0.50	1	-0.01	0.03	0.04	0.23		1.54	0.01	0.02	0.38	
PARED1	LT HS	0.17	1	0.06	0.04	0.05	1.19		1.45				
PARED2	HS Only	0.37	1	0.06	0.03	0.05	1.11		1.65				
PARED3	Some College	0.22	1	0.04	0.03	0.05	0.87		1.69				
PARED4	4 Yrs College	0.12	1	0.02	0.03	0.03	0.60		1.10				
INC1	LT $6K	0.14	1	-0.07	0.03	0.05	1.45		1.37				
INC2	$6-9K	0.20	1	-0.02	0.03	0.04	0.57		1.39				
INC3	$9-12K	0.23	1	-0.01	0.03	0.03	0.22		1.27				
INC4	$12-18K	0.27	1	0.02	0.02	0.03	0.72		1.32				
FSIZE1	1-3	0.04	1	-0.02	0.21	0.14	0.17		0.70	0.08	0.04	2.94	<=.01
FSIZE2	Four	0.20	1	0.05	0.03	0.04	1.38		1.32	0.08	0.03	2.44	<=.05
FSIZE3	Five	0.23	1	0.03	0.03	0.03	0.94		1.20	0.04	0.02	1.30	
FSIZE4	Six	0.19	1	0.06	0.03	0.04	1.68	<=.10	1.48	0.07	0.03	1.83	<=.10
FSIZE5	7 or 8	0.21	1	0.04	0.02	0.03	1.39		1.18	0.04	0.02	1.35	
LANG1	No English	0.07	1	-0.02	0.03	0.03	0.72		1.19				
TYPE1	Public	0.90	1	0.03	0.05	0.05	0.56		1.12				
TYPE2	Catholic	0.08	1	0.09	0.05	0.07	1.29		1.30				
TYPE3	Private	0.00	1	-0.07	0.11	0.09	0.80		0.80				
REG1	Northeast	0.25	1	-0.08	0.02	0.03	2.58		1.31	-0.07	0.02	2.41	<=.05
REG2	No Central	0.31	1	-0.01	0.02	0.03	0.34		1.35	-0.01	0.02	0.31	
REG3	South	0.27	1	0.06	0.02	0.03	2.14	<=.05	1.35	0.05	0.02	1.81	<=.10
URB1	Rural	0.22	1	-0.01	0.03	0.04	0.35		1.42	-0.04	0.03	0.89	
URB2	Small City	0.29	1	-0.02	0.03	0.04	0.42		1.60	-0.03	0.03	0.77	
URB3	Med City	0.12	1	-0.03	0.03	0.06	0.54		1.77	-0.04	0.03	0.81	
URB4	Sub Med City	0.09	1	-0.03	0.03	0.05	0.70		1.50	-0.05	0.03	1.02	
URB5	Large City	0.08	1	-0.05	0.03	0.05	0.98		1.40	-0.05	0.03	1.12	
URB6	Sub l City	0.09	1	-0.04	0.03	0.05	0.76		1.69	-0.05	0.03	0.86	
URB7	V Lge City	0.03	1	-0.09	0.05	0.06	1.45		1.31	-0.10	0.05	1.63	
BPOS1	Only Child	0.04	1	0.08	0.21	0.13	0.59		0.64				
BPOS2	Eldest	0.26	1	-0.02	0.02	0.03	0.64		1.44				
BPOS3	Middle	0.46	1	-0.05	0.02	0.04	1.51		1.73				
HSWK1	No Hmwrk	0.04	1	-0.04	0.05	0.07	0.55		1.42				
HSWK2	Do Not Do	0.07	1	-0.03	0.04	0.06	0.50		1.34				
HSWK3	LT 5 hrs	0.52	1	-0.03	0.03	0.04	0.66		1.29				
HSWK4	5-10 hrs	0.31	1	-0.01	0.03	0.03	0.40		1.06				
ED1	No HS Dip	0.00	1	-0.05	0.27	0.10	0.52		0.36	-0.06	0.27	0.63	
ED2	HS Diploma	0.26	1	0.10	0.03	0.05	1.85	<=.10	1.56	0.10	0.03	2.05	<=.05
ED3	Some PSE	0.29	1	0.10	0.03	0.05	2.03	<=.05	1.67	0.11	0.03	2.34	<=.05
ED4	1- or 2-Yr Deg	0.12	1	0.09	0.03	0.05	1.97	<=.05	1.39	0.10	0.03	2.16	<=.05
ED5	BA/BS	0.24	1	0.02	0.03	0.02	0.65		0.87	0.02	0.03	0.76	
	Adj R-Sq. = 0.04				N = 3894			Avg DEFT: 1.29			Adj R-Sq. = .04		

Table B.6
Adjusted Means for Number of Marriages by 1986

Label	Mean	WLS b	Product	Adjusted Mean
INTERCEPT	1.08	0.44		
SEX				
Male	0.50	-0.03	-0.02	1.06
Female			0.00	1.10
RACE/ETHNICITY				
Hispanic	0.03	-0.06	0.00	1.03
Am Indian	0.01	-0.03	0.00	1.06
Asian	0.00	-0.14	0.00	0.95
Black	0.06	-0.13	-0.01	0.96
White			0.00	1.09
HIGH SCHOOL PROGRAM				
General	0.30	0.02	0.01	1.07
Academic	0.49	0.05	0.02	1.10
Vocational			0.00	1.05
HANDICAP				
No Handicap	0.99	0.13	0.13	1.08
Handicap			0.00	0.95
PSE PLANS				
Lt HS Grad	0.02	0.07	0.00	1.12
HS Dip	0.18	0.10	0.02	1.15
Vocational	0.19	0.04	0.01	1.10
2-Yr College	0.12	0.00	0.00	1.06
4-Yr College	0.36	0.00	0.00	1.05
Adv Deg			0.00	1.06
SOCIOECONOMIC STATUS				
Lowest Quartile	0.22	0.04	0.01	1.11
25-75 Percentile	0.50	0.01	0.01	1.08
Highest Quartile			0.00	1.07
EDUCATION HISTORY				
No HS Diploma	0.00	-0.06	0.00	0.75
HS Diploma	0.26	0.10	0.03	0.92
Some PSE	0.29	0.11	0.03	0.92
1- or 2-Yr Degree	0.12	0.10	0.01	0.91
BA/BS	0.24	0.02	0.00	0.83
Adv Degree			0.00	0.81
HS REGION				
Northeast	0.25	-0.07	-0.02	1.02
No Central	0.31	-0.01	0.00	1.08
South	0.27	0.05	0.01	1.14
West			0.00	1.09

Table B.6
Adjusted Means for Number of Marriages by 1986
(continued)

Label	Mean	WLS b	Product	Adjusted Mean
FAMILY SIZE				
One to Three	0.04	0.08	0.00	1.11
Four	0.20	0.08	0.02	1.11
Five	0.23	0.04	0.01	1.07
Six	0.19	0.07	0.01	1.10
Seven	0.21	0.04	0.01	1.07
Eight or Nine			0.00	1.03
Ten or More				
HS URBANICITY				
Rural	0.22	-0.04	-0.01	1.06
Small City	0.29	-0.03	-0.01	1.07
Med City	0.12	-0.04		
Sub Med City	0.09	-0.05		
Large City	0.08	-0.05		
Sub l City	0.09	-0.05		
V Lge City	0.03	-0.10		

Table B.7
Regression Results for Locus of Control Scores, 1986

Variable Name	Label	<----Full Model----> Mean	df	WLS Coefficient	Regression Error	BRR Error	T	Sig.	DEFT	<----Reduced Model----> WLS Coefficient	Regression Error	T	Sig.
INTERCEPT		0.11	1.00	0.42	0.17					0.38	0.10		
MALE	Male	0.51	1.00	-0.06	0.02	0.03	1.90	<=.10	1.56	-0.06	0.02	1.91	<=.10
RACE1	Hispanic	0.03	1.00	0.04	0.06	0.12	0.34		2.05	0.05	0.06	0.42	
RACE2	Am Indian	0.01	1.00	-0.04	0.10	0.15	0.24		1.57	-0.04	0.10	0.27	
RACE3	Asian	0.00	1.00	-0.11	0.17	0.31	0.34		1.79	-0.12	0.17	0.37	
RACE4	Black	0.06	1.00	-0.09	0.04	0.07	1.35		1.57	-0.13	0.04	1.86	<=.10
TEST1	Low	0.16	1.00	-0.15	0.04	0.05	3.19	<=.01	1.31	-0.17	0.04	3.64	<=.01
TEST2	25-75%	0.46	1.00	0.01	0.02	0.04	0.37		1.60	0.00	0.02	0.01	
GRADE1	A	0.12	1.00	0.11	0.05	0.09	1.29		1.61	0.11	0.05	1.24	
GRADE2	A to B	0.24	1.00	0.13	0.05	0.07	1.85	<=.10	1.48	0.13	0.05	1.80	<=.10
GRADE3	B	0.23	1.00	0.06	0.05	0.07	0.86		1.47	0.05	0.05	0.79	
GRADE4	B to C	0.24	1.00	0.08	0.04	0.08	1.09		1.67	0.08	0.05	1.00	
GRADE5	C	0.12	1.00	0.08	0.05	0.09	0.81		1.96	0.08	0.05	0.82	
PROG1	General	0.29	1.00	-0.02	0.03	0.03	0.66		1.13				
PROG2	Academic	0.51	1.00	0.03	0.03	0.03	0.84		1.04				
NOHCAP	No Handicap	0.98	1.00	0.03	0.07	0.13	0.24		1.69				
PLAN1	LT HS Grad	0.02	1.00	-0.26	0.08	0.12	2.17	<=.05	1.48	-0.23	0.08	1.97	<=.05
PLAN2	HS	0.17	1.00	-0.04	0.04	0.06	0.64		1.26	-0.04	0.04	0.82	
PLAN3	Vocational	0.18	1.00	-0.01	0.04	0.06	0.21		1.40	-0.01	0.04	0.21	
PLAN4	2-Yr College	0.11	1.00	-0.06	0.04	0.06	1.03		1.40	-0.06	0.04	1.02	
PLAN5	4-Yr College	0.37	1.00	0.00	0.03	0.05	0.03		1.53	0.02	0.03	0.33	
SES1	Low	0.22	1.00	-0.08	0.05	0.08	0.99		1.53	-0.14	0.03	3.12	<=.01
SES2	25-75%	0.49	1.00	-0.01	0.03	0.05	0.26		1.44	-0.01	0.02	0.38	
PARED1	LT HS	0.16	1.00	-0.02	0.05	0.08	0.25		1.51				
PARED2	HS Only	0.36	1.00	0.01	0.04	0.06	0.13		1.40				
PARED3	Some College	0.22	1.00	0.02	0.04	0.05	0.37		1.39				
PARED4	4 Yrs College	0.13	1.00	-0.02	0.04	0.05	0.46		1.30				
INC1	LT $6K	0.14	1.00	-0.05	0.05	0.07	0.78		1.51				
INC2	$6-9K	0.20	1.00	-0.03	0.04	0.06	0.49		1.60				
INC3	$9-12K	0.23	1.00	0.03	0.03	0.05	0.76		1.32				
INC4	$12-18K	0.27	1.00	0.05	0.03	0.05	1.17		1.51				
CHILD1	No Child	0.35	1.00	0.03	0.21	0.23	0.12		1.07	-0.08	0.08		
CHILD2	1 Child	0.19	1.00	-0.06	0.08	0.11	0.57		1.41	-0.08	0.08		
CHILD3	2 Children	0.28	1.00	0.00	0.08	0.11	0.04		1.47	-0.01	0.08		
CHILD4	3-4 Children	0.17	1.00	-0.02	0.08	0.11	0.13		1.47	-0.02	0.08		
FSIZE1	1-3	0.04	1.00	0.38	0.29	0.32	1.20		1.07				
FSIZE2	Four	0.20	1.00	-0.04	0.04	0.06	0.71		1.45				
FSIZE3	Five	0.24	1.00	-0.01	0.04	0.05	0.19		1.53				
FSIZE4	Six	0.19	1.00	-0.02	0.04	0.05	0.50		1.29				
FSIZE5	7 or 8	0.20	1.00	0.00	0.03	0.05	0.06		1.57				
LANG1	No English	0.07	1.00	-0.01	0.04	0.05	0.22		1.41				
TYPE1	Public	0.89	1.00	-0.03	0.06	0.06	0.47		0.88				
TYPE2	Catholic	0.08	1.00	0.05	0.07	0.09	0.62		1.24				
TYPE3	Private	0.00	1.00	-0.26	0.15	0.22	1.15		1.50				
REG1	Northeast	0.26	1.00	-0.08	0.03	0.04	2.15	<=.05	1.20	-0.06	0.03	1.72	<=.10
REG2	No Central	0.31	1.00	-0.09	0.03	0.03	2.76	<=.01	1.07	-0.08	0.03	2.57	<=.05
REG3	South	0.27	1.00	-0.07	0.03	0.03	2.16	<=.05	1.03	-0.07	0.03	2.12	<=.05
URB1	Rural	0.21	1.00	-0.06	0.04	0.05	1.15		1.40				
URB2	Small City	0.29	1.00	-0.02	0.04	0.05	0.37		1.43				
URB3	Med City	0.11	1.00	0.06	0.04	0.06	1.18		1.31				
URB4	Sub Med City	0.09	1.00	0.00	0.04	0.06	0.00		1.45				
URB5	Large City	0.08	1.00	-0.04	0.05	0.06	0.58		1.42				
URB6	Sub 1 City	0.09	1.00	-0.02	0.04	0.06	0.35		1.29				
URB7	V Lge City	0.03	1.00	-0.07	0.06	0.08	0.86		1.22				
BPOS1	Only Child	0.04	1.00	-0.47	0.30	0.35	1.34		1.18				
BPOS2	Eldest	0.26	1.00	-0.03	0.03	0.04	0.68		1.55				
BPOS3	Middle	0.46	1.00	-0.02	0.03	0.04	0.61		1.50				
FFOR1	Marr No Child	0.14	1.00	-0.04	0.21	0.22	0.17		1.03				
FFOR2	Marr Children	0.57	1.00	-0.05	0.08	0.09	0.50		1.09				
FFOR3	D/W/S No Ch	0.04	1.00	-0.23	0.22	0.25	0.93		1.14				
FFOR4	D/W/S Ch	0.06	1.00	-0.16	0.09	0.13	1.29		1.42				
FFOR5	Lv Tgth No Ch	0.02	1.00	-0.10	0.22	0.22	0.46		0.99				
FFOR6	Lv Tgth Childr	0.01	1.00	-0.19	0.11	0.15	1.22		1.38				
FFOR7	Nvr Mar No Ch	0.15	1.00	-0.24	0.21	0.24	0.99		1.14				
ED1	No Hs Dip	0.00	1.00	0.10	0.35	0.19	0.51		0.54	-0.01	0.35	0.02	
ED2	Hs Dip	0.24	1.00	-0.20	0.04	0.11	1.78	<=.10	2.51	-0.23	0.04	2.07	<=.05
ED3	Some PSE	0.29	1.00	-0.11	0.04	0.07	1.56		1.80	-0.12	0.04	1.75	<=.10
ED4	1- or 2-Yr Deg.	0.12	1.00	-0.12	0.04	0.07	1.62		1.72	-0.14	0.04	1.87	<=.10
ED5	BA/BS	0.25	1.00	-0.08	0.04	0.06	1.36		1.68	-0.09	0.04	1.45	
	Adj. R-Sq. = .07		N = 4421				Avg. DEFT:		1.41		Adj R-Sq. =		0.07

Table B.8
Adjusted Means for Locus of Control Scores, 1986

Label	Mean	WLS b	Product	Adjusted Mean
INTERCEPT	0.11	0.38		
SEX				
Male	0.51	-0.06	-0.03	0.08
Female				0.14
RACE/ETHNICITY				
Hispanic	0.03	0.05	0.00	0.16
Am Indian	0.01	-0.04	0.00	0.08
Asian	0.00	-0.12	0.00	0.00
Black	0.06	-0.13	-0.01	-0.01
White				0.12
ABILITY QUARTILE				
Low	0.16	-0.17	-0.03	-0.03
25-75%	0.46	0.00	0.00	0.14
Upper 25%				0.14
HS GRADES				
A	0.12	0.11	0.01	0.14
A to B	0.24	0.13	0.03	0.16
B	0.23	0.05	0.01	0.08
B to C	0.24	0.08	0.02	0.10
C	0.12	0.08	0.01	0.10
D				0.03
PSE PLANS 1972				
LT HS Grad	0.02	-0.23	0.00	-0.11
HS	0.17	-0.04	-0.01	0.09
Vocational	0.18	-0.01	0.00	0.11
2-Yr College	0.11	-0.05	-0.01	0.07
4-Yr College	0.37	0.02	0.01	0.14
Adv Deg				0.12
SOCIOECONOMIC STATUS				
Low	0.22	-0.14	-0.03	0.01
25-75%	0.49	-0.01	0.00	0.14
Upper 25%				0.15
HAS CHILDREN				
None	0.35	-0.08	-0.03	0.08
1	0.19	-0.08	-0.02	0.08
2	0.28	-0.01	0.00	0.15
3 to 4	0.17	-0.02	0.00	0.14
5 or more				0.16
HS REGION				
Northeast	0.26	-0.07	-0.02	0.11
No Central	0.31	-0.08	-0.02	0.09
South	0.27	-0.07	-0.02	0.10
West				0.17
EDUCATION BY 1986				
No HS Diploma	0.00	0.00	0.00	0.24
HS Diploma	0.24	-0.23	-0.06	0.01
Some PSE	0.29	-0.12	-0.03	0.12
1- or 2-Yr Deg.	0.12	-0.14	-0.02	0.10
BA/BS	0.25	-0.09	-0.02	0.15
Adv Degree				0.24

APPENDIX C
Data for Figures

Data for Figure 1.1
Percent of 1972 High School Seniors
Enrolled in Postsecondary Education 1972-86

TOTAL	66.08
S.E.	0.793
Unwtd. N	11623
Sex	
Male	67.64
S.E.	1.184
Unwtd. N	5563
Female	64.48
S.E.	1.059
Unwtd. N	6054
Race/Ethnicity	
Hispanic	56.37
S.E.	4.032
Unwtd. N	594
Black	64.49
S.E.	3.096
Unwtd. N	1187
White	66.66
S.E.	0.841
Unwtd. N	9395
Socioeconomic Status	
Lowest 25%	46.46
S.E.	1.568
Unwtd. N	2862
Middle 50%	63.74
S.E.	1.137
Unwtd. N	5405
Upper 25%	90.84
S.E.	0.794
Unwtd. N	3214
High School Program	
General	54.29
S.E.	1.367
Unwtd. N	3849
Academic	89.73
S.E.	0.675
Unwtd. N	5368
Vocational	41.98
S.E.	1.603
Unwtd. N	2390

Data for Figure 1.2
Percent of 1972 High School Seniors Enrolled in Postsecondary Education Each Year, 1972-73 to 1985-86

	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
TOTAL	49.88	44.36	39.28	37.21	26.62	20.18	17.93	19.21	16.80	15.67	15.01	13.49	11.17	8.68
S.E.	0.793	0.795	0.746	0.726	0.583	0.512	0.455	0.533	0.496	0.534	0.556	0.543	0.446	0.383
Unwtd N	11623	11623	11623	11623	11623	11623	11623	11623	11623	11623	11623	11623	11623	11623
Sex														
Male	52.01	47.36	41.90	39.24	28.93	21.79	18.48	19.19	16.75	16.12	14.99	13.37	10.02	8.17
S.E.	1.184	1.164	1.097	1.063	0.871	0.740	0.631	0.732	0.706	0.865	0.863	0.810	0.546	0.522
Unwtd N	5563	5563	5563	5563	5563	5563	5563	5563	5563	5563	5563	5563	5563	5563
Female	47.72	41.53	36.82	35.28	24.39	18.62	17.43	19.08	16.69	15.23	15.04	13.63	12.33	9.20
S.E.	1.051	1.057	0.972	0.965	0.773	0.654	0.638	0.758	0.689	0.635	0.719	0.716	0.668	0.554
Unwtd N	6054	6054	6054	6054	6054	6054	6054	6054	6054	6054	6054	6054	6054	6054

Data for Figures 1.3 through 1.9
(see Table 1.3a in Appendix D)

Data for Figures 2.1 and 2.2
(see Table 2.1a in Appendix D)

Data for Figure 2.3
Average Hourly Wages Earned by 1973 High School Graduates by Level of Education and Pattern of Employment

	Continuous Full-Time	Intermittent Full-Time	Part-Time
HS Diploma	$7.01	$6.60	$5.66
S.E.	0.153	0.212	0.289
Unwtd. N	1014	603	150
Some PSE	$7.17	$7.18	$7.35
S.E.	0.147	0.16	0.618
Unwtd. N	1361	839	123
1- or 2-Year Degree	$7.59	$7.65	$7.56
S.E.	0.193	0.274	0.536
Unwtd. N	573	386	86
BA/BS	$8.71	$8.91	$9.02
S.E.	0.156	0.269	0.468
Unwtd. N	1366	861	121
Advanced Degree	$10.80	$10.70	$10.99
S.E.	0.538	0.312	1.022
Unwtd. N	436	465	47

Data for Figure 2.4
(see Table 2.2a in Appendix D)

Data for Figure 2.5
(see Table 2.4a in Appendix D)

Data for Figure 2.6
(see Table 2.6a in Appendix D)

Data for Figure 2.7
Average Hourly Wages Earned by 1972 High School Graduates in Various Occupations by Level of Education

	Professional/ Technical	Manager/ Administrator	Clerical/ Sales	Operatives/ Crafts	Laborers	Service Workers
HS Diploma	6.84	6.79	5.95	7.69	5.86	5.55
S.E.	0.42	0.328	0.168	0.205	0.435	0.227
Unwtd. N	116	225	440	663	111	213
Some PSE	8.18	7.4	6.22	7.42	6.1	6.74
S.E.	0.301	0.261	0.188	0.176	0.554	0.301
Unwtd. N	462	480	591	449	67	213
1- or 2-Year Degree	8.74	8.18	6.53	7.31	7.37	6.12
S.E.	0.297	0.41	0.274	0.375	0.663	0.217
Unwtd. N	336	159	223	146	25	129
BA/BS	8.91	9.85	7.05	8.21	6.81	7.21
S.E.	0.149	0.398	0.27	0.413	0.813	0.336
Unwtd. N	1198	534	304	91	25	85
Advanced Degree	10.76	11.35	10.1	Low-N	Low-N	Low-N
S.E.	0.364	0.492	0.969	Low-N	Low-N	Low-N
Unwtd. N	729	159	30	7	2	11

Data for Figure 3.1

Marital Status of the Class of 1972 in 1986 (Percent)

	Never Married	Married	Divorced, Widowed, or Separated	Living Together
Total	15.75	67.96	12.44	3.84
S.E.	0.559	0.722	0.544	0.322
unwt n	12783	12783	12783	12783

Data for Figures 3.2 to 3.4
Percent of NLS Class of 1972 Who Were Married in Each Year from 1973 to 1986 by Sex, Race/Ethnicity, and Level of Education by 1986

	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
Total	14.14	23.11	31.28	38.42	44.71	50.04	54.04	58.27	60.59	62.84	64.79	65.97	66.17	66.39
S.E.	0.491	0.626	0.692	0.715	0.751	0.734	0.739	0.726	0.716	0.721	0.701	0.703	0.716	0.726
Unwtd. N	12679	12679	12679	12679	12679	12679	12679	12679	12679	12679	12679	12679	12679	12679
Sex														
Male	7.98	15.78	23.91	30.27	36.48	43.25	48.73	54.23	57.34	60.50	63.58	65.19	65.45	66.18
S.E.	0.539	0.78	0.946	0.984	1.024	1.063	1.106	1.078	1.049	1.026	0.998	1.003	1.027	1.031
Unwtd. N	5971	5971	5971	5971	5971	5971	5971	5971	5971	5971	5971	5971	5971	5971
Female	19.95	30.03	38.28	46.19	52.56	56.52	59.09	62.11	63.68	65.03	66.07	66.83	66.98	66.70
S.E.	0.78	0.908	0.958	0.990	0.994	0.978	0.986	0.966	0.955	0.984	0.965	0.959	0.97	0.971
Unwtd. N	6701	6701	6701	6701	6701	6701	6701	6701	6701	6701	6701	6701	6701	6701
Race/Ethnicity														
Hispanic	16.71	26.40	31.91	40.15	47.96	57.73	62.76	69.40	67.38	67.20	65.64	67.22	66.26	65.11
S.E.	1.892	2.817	2.952	3.162	3.693	3.522	3.438	2.634	3.319	3.323	3.262	3.309	3.414	3.396
Unwtd. N	656	656	656	656	656	656	656	656	656	656	656	656	656	656
Black	10.77	16.85	23.12	26.86	30.90	34.37	36.60	41.68	46.74	47.82	47.85	49.91	48.91	46.90
S.E.	0.992	1.533	2.002	2.08	2.231	2.315	2.341	2.457	2.604	2.614	2.554	2.667	2.712	2.725
Unwtd. N	1382	1382	1382	1382	1382	1382	1382	1382	1382	1382	1382	1382	1382	1382
White	14.62	23.90	32.45	39.97	46.54	51.90	55.96	59.97	62.38	64.90	67.22	68.3	68.73	69.29
S.E.	0.567	0.703	0.764	0.794	0.822	0.793	0.791	0.770	0.759	0.762	0.735	0.745	0.766	0.765
Unwtd. N	10146	10146	10146	10146	10146	10146	10146	10146	10146	10146	10146	10146	10146	10146

Data for Figures 3.2 to 3.4
Percent of NLS Class of 1972 Who Were Married in Each Year from 1973 to 1986 by Sex, Race/Ethnicity, and Level of Education by 1986 - continued

	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
Education by 1986														
HS Diploma	25.11	38.53	47.24	53.92	58.68	63.31	65.79	68.30	68.58	69.72	70.97	70.68	70.51	70.83
S.E.	1.184	1.466	1.525	1.53	1.554	1.489	1.462	1.425	1.412	1.424	1.416	1.434	1.42	1.383
Unwtd. N	2867	2867	2867	2867	2867	2867	2867	2867	2867	2867	2867	2867	2867	2867
Some PSE	12.86	22.60	32.27	39.77	45.38	49.66	52.79	56.79	59.34	60.38	61.81	63.42	63.54	63.87
S.E.	0.947	1.145	1.353	1.387	1.427	1.450	1.465	1.402	1.359	1.401	1.398	1.389	1.383	1.377
Unwtd. N	3274	3274	3274	3274	3274	3274	3274	3274	3274	3274	3274	3274	3274	3274
1- or 2-Year Degree	11.54	20.61	29.73	37.02	42.04	46.51	50.34	53.03	55.95	59.24	60.90	62.60	63.23	63.37
S.E.	1.155	1.358	1.505	1.562	1.598	1.609	1.668	1.723	1.742	1.673	1.712	1.735	1.746	1.733
Unwtd. N	1435	1435	1435	1435	1435	1435	1435	1435	1435	1435	1435	1435	1435	1435
BA/BS	2.45	5.05	10.01	17.32	27.86	35.90	43.02	50.84	56.53	60.41	64.08	65.9	66.28	66.71
S.E.	0.313	0.428	0.963	1.061	1.344	1.388	1.468	1.488	1.458	1.416	1.259	1.269	1.444	1.494
Unwtd. N	3049	3049	3049	3049	3049	3049	3049	3049	3049	3049	3049	3049	3049	3049
Advanced Degree	1.66	3.61	7.77	13.73	21.03	27.66	33.27	40.37	44.38	49.85	54.11	58.32	60.76	61.77
S.E.	0.393	0.596	0.840	1.139	1.445	1.723	1.885	1.994	2.072	2.211	2.331	2.467	2.636	2.66
Unwtd. N	1150	1150	1150	1150	1150	1150	1150	1150	1150	1150	1150	1150	1150	1150

Data for Figures 3.5 to 3.7
Percentage of NLS Class of 1972 Who Were Divorced, Widowed, or Separated in Each Year from 1973 to 1974 by Sex, Race/Ethnicity, and Level of Education by 1986

	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
Total	0.72	1.59	2.64	3.75	4.73	6.37	7.21	8.66	9.54	10.33	11.16	12.49	13.18
S.E.	0.075	0.112	0.164	0.241	0.244	0.347	0.328	0.391	0.433	0.455	0.460	0.509	0.524
Unwtd. N	12679	12679	12679	12679	12679	12679	12679	12679	12679	12679	12679	12679	12679
Sex													
Male	0.39	0.89	1.91	3.18	3.76	5.12	5.39	6.97	7.67	8.32	9.19	10.73	11.27
S.E.	0.071	0.118	0.245	0.416	0.388	0.536	0.413	0.577	0.591	0.603	0.617	0.732	0.748
Unwtd. N	5971	5971	5971	5971	5971	5971	5971	5971	5971	5971	5971	5971	5971
Female	1.04	2.23	3.33	4.30	5.67	7.56	8.98	10.30	11.35	12.09	12.89	14.00	14.84
S.E.	0.125	0.189	0.229	0.253	0.32	0.464	0.516	0.551	0.657	0.666	0.679	0.728	0.744
Unwtd. N	6701	6701	6701	6701	6701	6701	6701	6701	6701	6701	6701	6701	6701
Race/Ethnicity													
Hispanic	0.90	1.34	2.33	3.55	5.21	5.97	5.39	9.71	11.75	14.08	14.82	16.56	17.87
S.E.	0.392	0.440	0.560	0.711	0.891	1.000	0.850	3.069	3.077	3.015	3.118	3.203	3.192
Unwtd. N	656	656	656	656	656	656	656	656	656	656	656	656	656
Black	1.09	1.56	2.47	3.34	4.65	5.86	6.37	8.03	8.91	10.33	11.38	14.35	17.55
S.E.	0.264	0.305	0.368	0.465	0.517	0.590	0.66	0.736	0.790	0.868	0.913	1.425	1.979
Unwtd. N	1382	1382	1382	1382	1382	1382	1382	1382	1382	1382	1382	1382	1382
White	0.67	1.60	2.69	3.86	4.78	6.51	7.46	8.62	9.41	10.05	10.88	11.97	12.34
S.E.	0.082	0.125	0.190	0.278	0.284	0.408	0.380	0.419	0.473	0.499	0.508	0.564	0.558
Unwtd. N	10146	10146	10146	10146	10146	10146	10146	10146	10146	10146	10146	10146	10146

Data for Figures 3.5 to 3.7
Percentage of NLS Class of 1972 Who Were Divorced, Widowed, or Separated in Each Year from 1973 to 1974 by Sex, Race/Ethnicity, and Level of Education by 1986 - continued

	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
Education by 1986													
HS Diploma	1.20	2.37	3.80	5.09	5.56	7.82	8.43	10.48	12.01	12.51	14.42	15.14	15.57
S.E.	0.191	0.281	0.447	0.629	0.551	0.836	0.807	0.978	1.097	1.115	1.165	1.164	1.157
Unwtd. N	2867	2867	2867	2867	2867	2867	2867	2867	2867	2867	2867	2867	2867
Some PSE	0.71	1.85	2.95	4.38	5.61	7.82	8.51	9.25	10.48	11.72	12.06	13.26	13.78
S.E.	0.124	0.209	0.261	0.455	0.483	0.743	0.570	0.593	0.773	0.841	0.852	0.934	0.94
Unwtd. N	3274	3274	3274	3274	3274	3274	3274	3274	3274	3274	3274	3274	3274
1- or 2-Year Degree	0.59	1.38	2.41	3.98	5.39	6.73	8.47	9.94	11.25	12.00	12.36	13.34	14.01
S.E.	0.19	0.289	0.395	0.522	0.591	0.662	1.038	1.081	1.106	1.149	1.175	1.202	1.205
Unwtd. N	1435	1435	1435	1435	1435	1435	1435	1435	1435	1435	1435	1435	1435
BA/BS	0.09	0.42	0.79	1.17	2.24	2.88	4.01	4.72	4.75	5.54	6.00	8.48	9.29
S.E.	0.053	0.122	0.173	0.211	0.587	0.603	0.629	0.643	0.411	0.458	0.493	1.149	1.278
Unwtd. N	3049	3049	3049	3049	3049	3049	3049	3049	3049	3049	3049	3049	3049
Advanced Degree	0.24	0.25	0.59	1.09	1.37	2.01	2.63	4.07	4.32	4.55	5.21	6.11	6.56
S.E.	0.160	0.161	0.236	0.338	0.356	0.418	0.519	0.651	0.66	0.665	0.682	0.731	0.767
Unwtd. N	1150	1150	1150	1150	1150	1150	1150	1150	1150	1150	1150	1150	1150

Data Figure 3.8 to 3.10
Percentage of NLS Class of 1972 with Children in Each Year from 1973 to 1974 by Sex, Race/Ethnicity, and Level of Education by 1986

	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
Total	3.55	7.70	12.60	17.62	22.62	28.21	33.01	38.38	43.14	48.03	51.67	55.18	58.69	61.77
S.E.	0.195	0.309	0.423	0.521	0.584	0.676	0.715	0.740	0.737	0.744	0.755	0.758	0.751	0.747
Unwtd. N	12682	12682	12682	12682	12682	12682	12682	12682	12682	12682	12682	12682	12682	12682
Sex														
Male	1.96	4.35	7.80	12.12	16.26	20.76	25.29	31.13	35.81	40.89	44.66	49.03	53.02	56.07
S.E.	0.198	0.340	0.476	0.647	0.719	0.795	0.863	0.963	0.982	1.039	1.050	1.076	1.087	1.083
Unwtd. N	5965	5965	5965	5965	5965	5965	5965	5965	5965	5965	5965	5965	5965	5965
Female	5.09	10.94	17.02	22.72	28.55	35.20	40.28	45.21	50.05	54.76	58.29	60.99	64.05	67.17
S.E.	0.321	0.497	0.656	0.765	0.859	1.005	1.039	1.045	1.051	1.058	1.047	1.022	1.006	0.976
Unwtd. N	6710	6710	6710	6710	6710	6710	6710	6710	6710	6710	6710	6710	6710	6710
Race/Ethnicity														
Hispanic	4.57	9.71	17.92	23.44	29.66	38.18	42.35	55.01	60.73	63.79	66.07	68.02	69.38	70.63
S.E.	0.892	1.387	2.297	2.438	2.696	3.466	3.576	3.812	3.747	3.714	3.657	3.637	3.619	3.589
Unwtd. N	660	660	660	660	660	660	660	660	660	660	660	660	660	660
Black	11.94	19.68	25.27	30.86	35.83	43.20	48.76	52.42	56.27	60.71	62.80	66.00	67.56	68.68
S.E.	1.155	1.473	1.693	1.859	2.064	2.579	2.506	2.581	2.617	2.607	2.590	2.521	2.510	2.540
Unwtd. N	1393	1393	1393	1393	1393	1393	1393	1393	1393	1393	1393	1393	1393	1393
White	2.61	6.32	11.07	16.09	21.11	26.46	31.03	36.33	41.21	46.35	50.31	53.98	57.79	61.24
S.E.	0.191	0.331	0.468	0.588	0.647	0.723	0.754	0.779	0.781	0.800	0.825	0.831	0.821	0.816
Unwtd. N	10156	10156	10156	10156	10156	10156	10156	10156	10156	10156	10156	10156	10156	10156

Data Figure 3.8 to 3.10
Percentage of NLS Class of 1972 with Children in Each Year from 1973 to 1974 by Sex, Race/Ethnicity, and Level of Education by 1986 continued

	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
Education by 1986														
HS Diploma	6.29	13.39	22.65	31.68	38.85	46.71	51.64	58.04	61.68	65.78	68.27	70.33	72.58	73.98
S.E.	0.463	0.726	1.071	1.355	1.447	1.580	1.607	1.613	1.598	1.516	1.499	1.471	1.381	1.36
Unwtd. N	2872	2872	2872	2872	2872	2872	2872	2872	2872	2872	2872	2872	2872	2872
Some PSE	3.28	7.17	11.49	16.09	22.05	27.62	33.16	38.31	43.73	48.33	51.55	54.98	57.81	60.65
S.E.	0.336	0.602	0.735	0.845	1.067	1.201	1.298	1.338	1.392	1.423	1.444	1.429	1.439	1.461
Unwtd. N	3280	3280	3280	3280	3280	3280	3280	3280	3280	3280	3280	3280	3280	3280
1- or 2-Year Degree	2.85	6.50	10.33	14.46	19.42	24.08	29.33	34.64	40.45	44.79	50.20	53.25	57.32	59.20
S.E.	0.431	0.679	0.873	1.022	1.224	1.339	1.446	1.545	1.596	1.677	1.75	1.769	1.822	1.828
Unwtd. N	1444	1444	1444	1444	1444	1444	1444	1444	1444	1444	1444	1444	1444	1444
BA/BS	0.33	1.04	1.67	2.58	4.00	7.34	11.27	16.10	21.73	29.02	33.74	40.06	45.96	51.09
S.E.	0.107	0.203	0.251	0.315	0.399	0.786	0.835	0.944	1.038	1.325	1.356	1.419	1.531	1.549
Unwtd. N	3040	3040	3040	3040	3040	3040	3040	3040	3040	3040	3040	3040	3040	3040
Advanced Degree	0.23	0.72	0.84	1.20	1.84	3.61	5.45	8.30	11.79	16.70	22.75	27.49	32.96	39.67
S.E.	0.146	0.272	0.287	0.330	0.408	0.610	0.758	0.928	1.098	1.297	1.538	1.663	1.806	2.034
Unwtd. N	1151	1151	1151	1151	1151	1151	1151	1151	1151	1151	1151	1151	1151	1151

Data for Figures 4.1 and 4.2
Mean Self-Concept Scores by Socioeconomic Status and Educational History

	1972	1973	1974	1976	1979	1986
SES Quartile						
Lower 25%	-0.06	-0.08	-0.09	-0.10	-0.13	-0.11
S.E.	0.025	0.018	0.019	0.021	0.018	0.022
Unwtd. N	2431	2979	2957	3002	2917	3053
Middle 50%	-0.02	-0.00	0.00	-0.00	0.00	-0.01
S.E.	0.019	0.017	0.014	0.014	0.011	0.018
Unwtd. N	4577	5622	5676	5797	5633	5767
Upper 25%	0.09	0.07	0.09	0.12	0.12	0.12
S.E.	0.021	0.017	0.018	0.018	0.015	0.019
Unwtd. N	2626	3257	3267	3296	3256	3268
Education by 1986						
HS Diploma	-0.08	-0.04	-0.07	-0.11	-0.12	-0.13
S.E.	0.027	0.021	0.020	0.022	0.017	0.022
Unwtd. N	2142	2609	2618	2730	2622	2765
Some PSE	-0.01	-0.03	0.01	-0.03	-0.02	-0.01
S.E.	0.022	0.017	0.017	0.017	0.015	0.026
Unwtd. N	2529	3062	3082	3138	3068	3130
1- or 2-Year Degree	-0.03	-0.02	-0.02	-0.02	0.02	0.07
S.E.	0.023	0.028	0.027	0.023	0.021	0.027
Unwtd. N	1122	1356	1371	1401	1362	1401
BA/BS	0.12	0.09	0.09	0.16	0.14	0.15
S.E.	0.022	0.022	0.020	0.018	0.015	0.020
Unwtd. N	2327	2891	2938	2984	2939	2957
Advanced Degree	0.13	0.06	0.08	0.17	0.22	0.22
S.E.	0.079	0.070	0.050	0.032	0.023	0.033
Unwtd. N	872	1112	1118	1127	1124	1126

Data for Figures 4.3, 4.4, and 4.5
Mean Locus of Control Scores by Race/Ethnicity, Socioeconomic Status and Educational History

	1972	1973	1974	1976	1979	1986
Race/Ethnicity						
Hispanic	-0.19	-0.15	-0.24	-0.2	-0.23	-0.13
S.E.	0.058	0.042	0.057	0.044	0.039	0.054
Unwtd. N	506	618	608	614	611	616
Black	-0.21	-0.36	-0.42	-0.43	-0.39	-0.35
S.E.	0.031	0.04	0.051	0.054	0.03	0.06
Unwtd. N	963	1279	1291	1301	1206	1346
White	0.03	0.05	0.06	0.05	0.05	0.05
S.E.	0.012	0.009	0.009	0.009	0.008	0.01
Unwtd. N	7790	9508	9615	9848	9665	10020
SES Quartile						
Lower 25%	-0.2	-0.18	-0.24	-0.22	-0.2	-0.19
S.E.	0.023	0.019	0.025	0.02	0.017	0.022
Unwtd. N	2423	2977	2954	2998	2916	3052
Middle 50%	0.02	0.02	0.04	0.02	0.01	0.02
S.E.	0.015	0.014	0.012	0.014	0.011	0.017
Unwtd. N	4573	5623	5672	5796	5629	5766
Upper 25%	0.16	0.14	0.16	0.17	0.18	0.17
S.E.	0.015	0.013	0.012	0.012	0.012	0.017
Unwtd. N	2629	3257	3267	3296	3256	3267
Education by 1986						
HS Diploma	-0.2	-0.15	-0.16	-0.18	-0.2	-0.17
S.E.	0.024	0.019	0.024	0.02	0.018	0.02
Unwtd. N	2135	2605	2614	2727	2621	2765
Some PSE	0.01	0.01	0.03	0.00	0.01	0.02
S.E.	0.02	0.02	0.014	0.021	0.015	0.025
Unwtd. N	2527	3063	3080	3138	3064	3128
1- or 2-Year Degree	0.02	0.01	0.03	0.05	0.04	0.05
S.E.	0.02	0.02	0.022	0.021	0.018	0.034
Unwtd. N	1123	1358	1371	1399	1362	1400
BA/BS	0.22	0.16	0.16	0.18	0.2	0.18
S.E.	0.015	0.018	0.02	0.018	0.012	0.017
Unwtd. N	2328	2893	2938	2984	2939	2957
Advanced Degree	0.28	0.23	0.22	0.22	0.29	0.25
S.E.	0.029	0.023	0.021	0.037	0.019	0.026
Unwtd. N	872	1111	1118	1127	1123	1126

Data for Figures 4.6, 4.7, 4.8, and 4.9
Percent of 1972 Seniors Registered to Vote and Voting by Race/Ethnicity and Socioeconomic Status

	Registered to Vote 1974	Registered to Vote 1976	Registered to Vote 1979	Registered to Vote 1986	Voted 1976 or Before	Voted 1979	Voted 1986
Race/Ethnicity							
Hispanic	59.55	60.84	65.98	71.52	61.20	62.14	59.94
S.E.	4.300	3.907	2.353	3.986	4.147	2.257	3.726
Unwtd. N	607	621	610	627	655	610	623
Black	58.80	72.27	73.54	85.11	57.43	63.16	72.75
S.E.	3.122	2.616	1.776	1.591	2.844	1.742	2.205
Unwtd. N	1269	1298	1205	1369	1386	1202	1360
White	70.25	71.83	69.30	78.10	71.27	69.87	72.37
S.E.	0.782	0.690	0.582	0.724	0.768	0.622	0.761
Unwtd. N	9588	9852	9649	10096	10148	9649	10090
SES Quartile							
Lower 25%	56.62	62.60	62.98	73.76	56.02	58.88	65.48
S.E.	1.549	1.440	1.125	1.425	1.493	1.065	1.430
Unwtd. N	2934	3001	2900	3088	3157	2902	3078
Middle 50%	68.05	70.11	69.63	77.76	69.43	68.53	70.73
S.E.	0.948	0.752	0.964	1.044	0.759	1.061	0.053
Unwtd. N	5652	5795	5622	5812	5985	5619	5801
Upper 25%	81.29	82.99	75.60	84.84	82.69	79.31	80.72
S.E.	1.067	0.770	0.849	1.041	0.991	0.809	1.025
Unwtd. N	3253	3302	3259	3305	3393	3258	3303

Data for Figures 4.10 and 4.11
Mean Number of Voluntary Organizations by Socioeconomic Status and Educational History

	1974	1976	1979	1986
SES Quartile				
Lower 25%	0.73	0.80	0.85	1.13
S.E.	0.030	0.028	0.030	0.042
Unwtd. N	3226	3226	3226	3226
Middle 50%	0.96	0.98	0.99	1.26
S.E.	0.027	0.023	0.026	0.030
Unwtd. N	6041	6041	6041	6041
Upper 25%	1.34	1.30	1.23	1.34
S.E.	0.057	0.035	0.035	0.038
Unwtd. N	3415	3415	3415	3415
Education by 1986				
No HS Diploma	0.26	0.27	0.85	0.75
S.E.	0.093	0.095	0.295	0.236
Unwtd. N	47	47	47	47
HS Diploma	0.62	0.67	0.72	1.08
S.E.	0.033	0.028	0.032	0.042
Unwtd. N	2916	2916	2916	2916
Some PSE	0.94	0.91	0.98	1.22
S.E.	0.051	0.028	0.032	0.038
Unwtd. N	3327	3327	3327	3327
1- or 2-Year Degree	1.06	1.04	1.05	1.24
S.E.	0.072	0.044	0.044	0.065
Unwtd. N	1461	1461	1461	1461
BA/BS	1.40	1.49	1.35	1.45
S.E.	0.035	0.043	0.041	0.039
Unwtd. N	3066	3066	3066	3066
Advanced Degree	1.82	1.86	1.64	1.63
S.E.	0.067	0.067	0.077	0.061
Unwtd. N	1156	1156	1156	1156

APPENDIX D
Means, Standard Errors, and Samples Sizes for Tables

Table 1a
Self-Reported Status of 1972 High School Seniors
During the First Week of February 1986[1]

	Total	All Males	Hispanic Males	Black Males	White Males	All Females	Hispanic Females	Black Females	White Females
Working	79.16	88.91	91.13	85.87	89.22	69.93	78.99	76.99	68.89
S.E.	0.631	0.722	1.972	2.132	0.802	0.958	2.772	3.001	1.057
Unwtd. N	12817	6043	324	500	4948	6767	345	912	5268
Layoff or Looking for Work	6.27	7.32	6.81	7.19	7.26	5.1	3.87	9.3	4.62
S.E.	0.364	0.613	1.718	1.482	0.658	0.366	1.103	1.226	0.411
Unwtd. N	12817	6043	324	500	4948	6767	345	912	5268
Keeping House	14.06	1.26	1.48	2.58	1.19	26.4	21.29	17.54	27.51
S.E.	0.515	0.174	0.681	1.311	0.171	0.903	2.584	2.929	0.982
Unwtd. N	12817	6043	324	500	4948	6767	345	912	5268
Armed Forces	1.24	2.16	2.35	3.87	2.11	0.36	0.06	0.67	0.32
S.E.	0.103	0.193	0.838	0.988	0.211	0.071	0.057	0.272	0.076
Unwtd. N	12817	6043	324	500	4948	6767	345	912	5268
In School	8.29	8.29	6.27	10.2	8.33	8.33	8.81	7.39	8.31
S.E.	0.347	0.469	1.381	3.269	0.469	0.509	1.806	1.147	0.585
Unwtd. N	12817	6043	324	500	4948	6767	345	912	5268

[1] Percentage of students in each category. Since students could give more than one response, rows will not add up to 100%.

Table 1.1a
Percent of 1972 High School Seniors Entering Postsecondary Education in Each Time Period

	Entry by Oct. 1972	Entry 1972-74	Entry 1974-76	Entry 1976-79	Entry 1979-86
TOTAL	67.57	10.48	6.29	6.81	8.81
S.E.	0.823	0.483	0.353	0.322	0.620
Unwtd. N	8603	8603	8603	8603	8603
Sex					
Male	67.84	11.34	5.81	6.32	8.62
S.E.	1.187	0.693	0.406	0.445	0.974
Unwtd. N	4249	4249	4249	4249	4249
Female	67.25	9.63	6.77	7.30	9.03
S.E.	1.127	0.657	0.586	0.457	0.769
Unwtd. N	4350	4350	4350	4350	4350
Race/Ethnicity					
Hispanic	55.13	8.99	8.40	10.13	17.35
S.E.	4.938	1.565	1.788	2.015	6.296
Unwtd. N	373	373	373	373	373
Black	61.30	12.24	10.09	8.92	7.45
S.E.	3.120	2.815	1.342	1.222	1.242
Unwtd. N	809	809	809	809	809
White	69.07	10.38	5.87	6.45	8.18
S.E.	0.844	0.471	0.382	0.342	0.605
Unwtd. N	7080	7080	7080	7080	7080
Socioeconomic Status					
Low	51.30	9.83	10.39	11.88	16.50
S.E.	1.944	0.928	0.935	1.005	1.818
Unwtd. N	1574	1574	1574	1574	1574
Medium	65.01	11.19	6.46	7.01	10.27
S.E.	1.243	0.728	0.583	0.472	0.982
Unwtd. N	3947	3947	3947	3947	3947
High	80.51	9.92	3.56	3.91	2.11
S.E.	1.043	0.867	0.384	0.399	0.319
Unwtd. N	3009	3009	3009	3009	3009

Table 1.1a
Percent of 1972 High School Seniors Entering Postsecondary Education at Different Times, 1972-1986 (continued)

	Entry by Oct. 1972	Entry 1972-74	Entry 1974-76	Entry 1976-79	Entry 1979-86
High School Curriculum Track					
General	58.18	12.16	8.55	8.51	12.55
S.E.	1.456	0.754	0.678	0.644	1.182
Unwtd. N	2446	2446	2446	2446	2446
Academic	79.85	8.68	3.92	4.27	3.26
S.E.	1.005	0.711	0.314	0.349	0.667
Unwtd. N	5003	5003	5003	5003	5003
Vocational	39.90	14.08	10.66	13.11	22.13
S.E.	2.180	1.213	1.409	1.058	2.224
Unwtd. N	1145	1145	1145	1145	1145

Table 1.2a
1972 High School Seniors Enrolled in Postsecondary Education for Various Lengths of Time, as a Percent of Those Who Enrolled in Some Postsecondary Education 1972-1986 but Received No Postsecondary Degree

Less Than One Year	One or Two Years	More Than Two Years
31.89	25.41	42.72

Source of Data for Table 1.2a
Percent of 1972 High School Seniors Who Enrolled in Some Postsecondary Education 1972-1986 but Received No Postsecondary Degree and Percent of 1972 Seniors Enrolled in Postsecondary Education for Various Lengths of Time and Without a Degree

	Some PSE & No Degree	Less Than One Year	One or Two Years	More Than Two Years
Percent	42.11	13.43	10.70	17.99
S.E.	.841	.612	.623	.649
Unwtd. N	8603	8603	8603	8603

Table 1.3a
Percent of 1972 High School Seniors with Various Levels of Attainment After Enrolling in Postsecondary Education by 1986

	No Postsecondary Degree	One-Year or Two-Year Degree	Four-Year Degree	Advanced Degree
TOTAL	42.11	16.74	29.28	11.87
S.E.	0.841	0.552	0.735	0.533
Unwtd. N	8603	8603	8603	8603
Sex				
Male	41.68	15.28	29.6	13.44
S.E.	1.254	0.782	1.04	0.836
Unwtd. N	4249	4249	4249	4249
Female	42.36	18.28	29.06	10.3
S.E.	1.182	0.830	1.056	0.647
Unwtd. N	4350	4350	4350	4350
Race/Ethnicity				
Hispanic	59.42	18.43	14.14	8.01
S.E.	3.993	2.533	2.192	1.737
Unwtd. N	373	373	373	373
Black	51.99	15.68	25.49	6.84
S.E.	3.481	1.788	3.063	1.011
Unwtd. N	809	809	809	809
White	40.07	16.86	30.37	12.7
S.E.	0.872	0.616	0.796	0.602
Unwtd. N	7080	7080	7080	7080
Socioeconomic Status				
Lowest 25%	53.75	20.40	19.05	6.80
S.E.	1.816	1.269	1.403	0.671
Unwtd. N	1574	1574	1574	157
Middle 50%	44.54	19.41	26.22	9.8
S.E.	1.227	0.951	1.061	0.739
Unwtd. N	3947	3947	3947	3947
Upper 25%	32.45	11.14	38.94	17.47
S.E.	1.446	0.622	1.341	1.006
Unwtd. N	3009	3009	3009	3009

Table 1.3a
Percent of 1972 High School Seniors with Various Levels of Attainment After Enrolling in Postsecondary Education by 1986 (continued)

	No Postsecondary Degree	One-Year or Two-Year Degree	Four-Year Degree	Advanced Degree
High School Program				
General	53.01	20.93	20.72	5.35
S.E.	1.478	1.204	1.139	0.472
Unwtd. N	2446	2446	2446	2446
Academic	30.45	13.45	38.78	17.32
S.E.	1.142	0.684	1.096	0.806
Unwtd. N	5003	5003	5003	5003
Vocational	64.87	21.27	9.91	3.95
S.E.	2.05	1.476	1.412	1.253
Unwtd. N	1145	1145	1145	1145
Plans for Postsecondary Education in 1972				
HS Grad	69.45	21.33	7.80	1.42
S.E.	3.014	2.614	1.516	0.665
Unwtd. N	287	287	287	287
Vocational	62.72	27.64	6.99	2.65
S.E.	2.883	2.630	0.986	0.629
Unwtd. N	622	622	622	622
2-Year College	50.60	30.89	12.80	5.72
S.E.	2.709	2.230	1.362	2.576
Unwtd. N	650	650	650	650
4-Year College	30.72	10.24	45.06	13.98
S.E.	1.380	0.657	1.356	0.717
Unwtd. N	2818	2818	2818	2818
Adv Deg	22.99	6.38	40.46	30.16
S.E.	2.805	0.955	2.970	2.524
Unwtd. N	1014	1014	1014	1014
Time of Initial Entry Into Postsecondary Education				
Immediate Entrants	32.47	15.08	37.64	14.81
S.E.	0.966	0.648	0.969	0.740
Unwtd. N	6091	6091	6091	6091
Delayed Entrants	62.21	20.19	11.84	5.76
S.E.	1.300	1.030	0.683	0.458
Unwtd. N	2512	2512	2512	2512

Table 1.4a
Percent of 1972 High School Seniors with Expectations for Further Education in 1986

	Percent Who Expect to Continue Their Education:			
	All 1972 Seniors	Those with No Postsecondary Education	Those with Some Postsecondary Education	Those Who Received a Four-Year Degree
TOTAL	44.04	28.08	54.48	47.95
S.E.	0.742	1.415	1.153	1.281
Unwtd. N	12208	2855	4355	3863
Sex				
Male	40.93	25.83	50.10	43.53
S.E.	1.047	2.150	1.668	1.709
Unwtd. N	5735	1236	2030	2020
Female	46.87	30.04	58.43	52.96
S.E.	0.986	1.824	1.463	1.953
Unwtd. N	6467	1617	2322	1843
Race/Ethnicity				
Hispanic	51.37	24.78	70.15	60.55
S.E.	3.537	4.151	3.849	5.630
Unwtd. N	625	200	273	83
Black	65.47	49.65	70.89	77.36
S.E.	2.465	4.542	4.690	3.562
Unwtd. N	1338	357	485	286
White	41.37	25.83	51.46	45.76
S.E.	0.778	1.460	1.243	1.326
Unwtd. N	9923	2232	3489	338
Socioeconomic Status				
Lowest 25%	42.06	26.94	60.68	59.08
S.E.	1.396	2.038	2.017	3.177
Unwtd. N	3054	1218	1046	460
Middle 50%	44.34	28.16	53.80	50.98
S.E.	1.102	2.049	1.604	2.221
Unwtd. N	5741	1382	2156	1604
Upper 25%	45.34	33.09	50.81	43.02
S.E.	1.293	5.167	2.325	1.692
Unwtd. N	3269	194	1109	1774

Table 2.1a
Percentage of 1972 High School Graduates With Specified Level of Education, and Percentage of Those in the Various Employment Categories Between 1979 and 1986

	Percentage of Total With Specified Level of Education	Of Those With Specified Level of Education Percentage Who Were			
		Continuous Full-Time	Intermittent Full-Time	Part-Time	Not In Labor Force
Total	100.00	39.02	33.70	6.84	20.44
S.E.	0.00	0.746	0.705	0.317	0.695
Unwt. N	11926	11919	11919	11919	11919
HS Diploma	32.02	33.05	29.95	7.78	29.22
S.E.	0.780	1.370	1.465	0.769	1.455
Unwt. N	11926	2915	2915	2915	2915
Some PSE	29.87	41.77	32.66	6.13	19.44
S.E.	0.686	1.417	1.247	0.487	1.198
Unwt. N	11926	3322	3322	3322	3322
1- or 2-Year Degree	11.82	39.69	36.99	9.10	14.21
S.E.	0.383	1.613	1.697	0.825	0.994
Unwt. N	11926	1461	1461	1461	1461
BA/BS	19.27	44.06	34.99	5.68	15.26
S.E.	0.524	1.493	1.373	0.461	1.334
Unwt. N	11926	3065	3065	3065	3065
Advanced Deg.	7.03	39.64	46.04	4.95	9.37
S.E.	0.347	2.325	2.275	0.761	0.916
Unwt. N	11926	1156	1156	1156	1156

Table 2.2a
Percentage of 1972 High School Graduates With Specified Level of Education, and Percentage of Those in the Various Employment Categories Between 1979 and 1986 by Sex

	Percentage of Total With Specified Level of Education	Of Those With Specified Level of Education Percentage Who Were			
		Continuous Full-Time	Intermittent Full-Time	Part-Time	Not In Labor Force
Males					
Total	100.00	50.48	33.80	2.02	13.69
S.E.	0.00	1.129	1.085	0.197	0.865
Unwt. N	5672	5666	5666	5666	5666
HS Diploma	30.75	47.68	31.95	1.34	19.03
S.E.	1.170	2.366	2.270	0.309	2.044
Unwt. N	5672	1270	1270	1270	1270
Some PSE	29.80	53.82	32.19	1.81	12.18
S.E.	1.041	2.037	1.969	0.372	1.132
Unwt. N	5672	1560	1560	1560	1560
1- or 2-Year Degree	11.03	50.69	36.96	2.70	9.65
S.E.	0.564	3.623	2.775	0.716	1.164
Unwt. N	5672	824	824	824	824
BA/BS	20.05	53.07	32.67	2.42	11.85
S.E.	0.752	2.163	2.109	0.477	1.811
Unwt. N	5672	1541	1541	1541	1541
Advanced Deg.	8.37	42.42	44.94	3.43	9.20
S.E.	0.565	3.063	3.177	0.740	1.189
Unwt. N	5672	659	659	659	659

Table 2.2a
Percentage of 1972 High School Graduates With Specified Level of Education, and Percentage of Those in the Various Employment Categories Between 1979 and 1986 by Sex
-continued-

	Percentage of Total With Specified Level of Education	Of Those With Specified Level of Education Percentage Who Were			
		Continuous Full-Time	Intermittent Full-Time	Part-Time	Not In Labor Force
Females					
Total	100.00	27.97	33.50	11.53	27.01
S.E.	0.00	0.897	0.893	0.591	1.013
Unwt. N	6248	6247	6247	6247	6247
HS Diploma	33.30	19.95	28.19	13.52	38.34
S.E.	1.043	1.246	1.910	1.365	2.014
Unwt. N	6248	1643	1643	1643	1643
Some PSE	29.79	30.38	32.72	10.38	26.53
S.E.	0.958	1.904	1.556	0.874	1.915
Unwt. N	6248	1759	1759	1759	1759
1- or 2-Year Degree	12.59	30.19	37.09	14.58	18.14
S.E.	0.543	2.149	2.059	1.374	1.539
Unwt. N	6248	824	824	824	824
BA/BS	18.56	34.60	37.44	9.11	18.85
S.E.	0.743	2.098	1.787	0.784	1.955
Unwt. N	6248	1524	1524	1524	1524
Advanced Deg.	5.76	35.70	47.60	7.10	9.60
S.E.	0.401	3.732	3.346	1.424	1.408
Unwt. N	6248	497	497	497	497

Table 2.3a
Mean Hourly Wages of 1972 High School Graduates by Level of Education, Pattern of Employment Between 1979 and 1986 and Sex

	Continuous Full-Time	Intermittent Full-Time	Part-Time
Male			
HS Diploma	$7.57	$7.69	Low-N
S.E.	0.199	0.271	Low-N
Unwt. N	633	282	12
Some PSE	7.62	8.11	Low-N
S.E.	0.182	0.255	Low-N
Unwt. N	830	395	15
1- or 2-Year Degree	7.61	8.31	Low-N
S.E.	0.234	0.383	Low-N
Unwt. N	326	173	11
BA/BS	9.23	9.46	8.09
S.E.	0.203	0.454	0.896
Unwt. N	854	425	28
Advanced Deg.	11.17	11.11	12.15
S.E.	0.469	0.448	1.335
Unwt. N	279	263	21
Female			
HS Diploma	$5.80	$5.39	$5.56
S.E.	0.166	0.226	0.296
Unwt. N	381	321	138
Some PSE	6.39	6.30	6.73
S.E.	0.237	0.182	0.514
Unwt. N	531	443	108
1- or 2-Year Degree	7.55	7.04	7.75
S.E.	0.333	0.316	0.566
Unwt. N	246	213	75
BA/BS	7.87	8.31	9.32
S.E.	0.227	0.209	0.533
Unwt. N	512	436	93
Advanced Deg.	10.19	10.05	9.84
S.E.	1.279	0.409	1.375
Unwt. N	157	202	26

Table 2.4a
Percentage of 1972 High School Graduates With Specified Level of Education, and Percentage of Those in the Various Employment Categories Between 1979 and 1986 by Race/Ethnicity

	Percentage of Total With Specified Level of Education	Of Those With Specified Level of Education Percentage Who Were			
		Continuous Full-Time	Intermittent Full-Time	Part-Time	Not In Labor Force
Hispanic					
Total	100.00	41.39	27.43	5.26	25.92
S.E.	0.00	3.750	2.920	1.109	4.008
Unwt. N	603	601	601	601	601
HS Diploma	41.89	29.89	23.29	5.66	41.17
S.E.	4.054	4.829	4.165	1.710	7.298
Unwt. N	603	213	213	213	213
Some PSE	34.79	52.17	28.43	4.22	15.18
S.E.	3.863	6.601	5.039	1.998	2.840
Unwt. N	603	220	220	220	220
1- or 2-Year Degree	11.55	46.12	33.59	3.92	16.36
S.E.	1.617	6.992	7.162	2.206	4.871
Unwt. N	603	76	76	76	76
BA/BS	8.15	54.15	27.05	7.89	10.90
S.E.	1.211	7.029	6.109	3.442	4.642
Unwt. N	603	66	66	66	66
Advanced Deg.	3.62	26.94	46.91	8.93	17.22
S.E.	0.848	9.946	11.951	5.978	7.580
Unwt. N	603	26	26	26	26
Black					
Total	100.00	38.15	35.00	7.13	19.73
S.E.	0.00	2.986	2.587	1.705	2.278
Unwt. N	1255	1255	1255	1255	1255
HS Diploma	30.95	36.39	35.38	10.20	18.03
S.E.	2.910	4.723	5.050	4.558	2.639
Unwt. N	1255	359	359	359	359
Some PSE	37.71	42.79	32.39	5.00	19.83
S.E.	3.107	5.413	4.185	1.519	4.457
Unwt. N	1255	415	415	415	415
1- or 2-Year Degree	11.63	31.82	44.03	9.66	14.49
S.E.	1.211	4.234	4.401	3.189	3.262
Unwt. N	1255	159	159	159	159

Table 2.4a
Percentage of 1972 High School Graduates With Specified Level of Education, and Percentage of Those in the Various Employment Categories Between 1979 and 1986 by Race/Ethnicity
-continued-

	Percentage of Total With Specified Level of Education	Of Those With Specified Level of Education Percentage Who Were			
		Continuous Full-Time	Intermittent Full-Time	Part-Time	Not In Labor Force
Black					
BA/BS	15.91	35.57	34.48	4.30	25.66
S.E.	2.003	7.011	5.251	1.227	7.348
Unwt. N	1255	247	247	247	247
Advanced Deg.	3.81	36.53	32.41	7.39	23.67
S.E.	0.574	5.614	6.048	3.105	5.506
Unwt. N	1255	75	75	75	75
White					
Total	100.00	39.97	34.29	6.95	18.80
S.E.	0.00	0.804	0.766	0.329	0.727
Unwt. N	9599	9594	9594	9594	9594
HS Diploma	31.68	33.96	30.54	7.80	27.70
S.E.	0.822	1.540	1.669	0.782	1.547
Unwt. N	9599	2237	2237	2237	2237
Some PSE	28.55	42.32	33.33	6.55	17.80
S.E.	0.692	1.512	1.348	0.541	1.247
Unwt. N	9599	2533	2533	2533	2533
1- or 2-Year Degree	11.94	40.80	36.75	9.22	13.23
S.E.	0.429	1.818	1.938	0.887	1.058
Unwt. N	9599	1175	1175	1175	1175
BA/BS	20.18	45.29	35.41	5.67	13.64
S.E.	0.578	1.586	1.489	0.494	1.368
Unwt. N	9599	2627	2627	2627	2627
Advanced Deg.	7.64	40.79	46.56	4.72	7.93
S.E.	0.396	2.489	2.459	0.788	0.858
Unwt. N	9599	1022	1022	1022	1022

Table 2.5a
Mean Hourly Wages of 1972 High School Graduates by Level of Education, Pattern of Employment Between 1979 and 1986 and Race/Ethnicity

	Continuous Full-Time	Intermittent Full-Time
Hispanic		
HS Diploma	$7.26	$5.90
S.E.	0.601	0.500
Unwt. N	70	48
Some PSE	7.28	6.24
S.E.	0.495	0.394
Unwt. N	101	48
1- or 2-Year Degree	6.87	7.93
S.E.	0.627	0.600
Unwt. N	36	20
BA/BS	8.94	Low-N
S.E.	0.751	Low-N
Unwt. N	35	16
Advanced Deg.	Low-N	Low-N
S.E.	Low-N	Low-N
Unwt. N	7	12
Black		
HS Diploma	$5.89	$5.38
S.E.	0.333	0.499
Unwt. N	138	81
Some PSE	5.85	6.29
S.E.	0.373	0.270
Unwt. N	160	108
1- or 2-Year Degree	6.58	6.33
S.E.	0.484	0.439
Unwt. N	50	53
BA/BS	7.97	7.30
S.E.	0.516	0.308
Unwt. N	90	86
Advanced Deg.	10.66	Low-N
S.E.	0.977	Low-N
Unwt. N	32	19

Table 2.5a
Mean Hourly Wages of 1972 High School Graduates by Level of Education, Pattern of Employment Between 1979 and 1986 and Race/Ethnicity
-continued-

	Continuous Full-Time	Intermittent Full-Time
White		
HS Diploma	$7.11	$6.76
S.E.	0.168	0.235
Unwt. N	790	458
Some PSE	7.32	7.36
S.E.	0.164	0.194
Unwt. N	1067	657
1- or 2-Year Degree	7.70	7.84
S.E.	0.216	0.310
Unwt. N	475	306
BA/BS	8.76	9.03
S.E.	0.166	0.301
Unwt. N	1206	728
Advanced Deg.	10.86	10.55
S.E.	0.570	0.312
Unwt. N	391	419

Table 2.6a
Percentage of 1972 High School Graduates With Specified Level of Education, and Percentage of Those in the Various Employment Categories Between 1979 and 1986 by Socioeconomic Status

	Percentage of Total With Specified Level of Education	Of Those With Specified Level of Education Percentage Who Were			
		Continuous Full-Time	Intermittent Full-Time	Part-Time	Not In Labor Force
Lower 25%					
Total	100.00	36.11	32.52	8.31	23.05
S.E.	0.00	1.449	1.362	0.904	1.384
Unwt. N	2942	2941	2941	2941	2941
HS Diploma	50.47	30.93	30.23	9.11	29.72
S.E.	1.585	2.010	2.188	1.536	2.439
Unwt. N	2942	1240	1240	1240	1240
Some PSE	27.18	43.00	32.14	7.29	17.57
S.E.	1.375	2.984	2.489	1.205	1.610
Unwt. N	2942	837	837	837	837
1- or 2-Year Degree	10.63	37.47	38.32	9.13	15.07
S.E.	0.660	2.908	2.834	1.759	1.986
Unwt. N	2942	364	364	364	364
BA/BS	9.00	42.65	37.84	6.01	13.85
S.E.	0.699	4.252	3.498	1.545	2.613
Unwt. N	2942	374	374	374	374
Advanced Deg.	2.71	36.63	39.66	8.14	15.57
S.E.	0.276	4.627	5.030	2.608	3.577
Unwt. N	2942	126	126	126	126
Middle 50%					
Total	100.00	38.97	32.89	6.32	21.82
S.E.	0.00	1.052	1.072	0.406	1.092
Unwt. N	5547	5545	5545	5545	5545
HS Diploma	34.28	33.14	30.51	6.93	29.42
S.E.	1.122	1.947	2.153	0.875	2.007
Unwt. N	5547	1412	1412	1412	1412
Some PSE	30.73	41.42	31.79	5.69	21.39
S.E.	1.012	1.802	1.781	0.612	2.040
Unwt. N	5547	1654	1654	1654	1654
1- or 2-Year Degree	13.06	40.71	36.89	9.43	12.97
S.E.	0.641	2.495	2.668	1.187	1.358
Unwt. N	5547	746	746	746	746

Table 2.6a
Percentage of 1972 High School Graduates With Specified Level of Education, and Percentage of Those in the Various Employment Categories Between 1979 and 1986 by Socioeconomic Status
-continued-

	Percentage of Total With Specified Level of Education	Of Those With Specified Level of Education Percentage Who Were			
		Continuous Full-Time	Intermittent Full-Time	Part-Time	Not In Labor Force
Middle 50%					
BA/BS	16.59	44.48	33.00	4.99	17.53
S.E.	0.716	2.259	2.016	0.635	2.475
Unwt. N	5547	1313	1313	1313	1313
Advanced Deg.	5.34	42.61	44.31	2.54	10.54
S.E.	0.461	4.347	4.597	0.816	1.857
Unwt. N	5547	420	420	420	420
Upper 25%					
Total	100.00	42.31	36.24	6.49	14.97
S.E.	0.00	1.416	1.211	0.471	0.813
Unwt. N	3292	3288	3288	3288	3288
HS Diploma	8.67	43.98	25.50	6.77	23.75
S.E.	0.770	4.948	3.405	1.826	3.452
Unwt. N	3292	197	197	197	197
Some PSE	30.73	43.28	33.46	6.15	17.10
S.E.	1.310	3.091	2.531	0.880	1.549
Unwt. N	3292	799	799	799	799
1- or 2-Year Degree	10.49	39.25	35.06	8.72	16.98
S.E.	0.566	2.805	2.787	1.630	2.288
Unwt. N	3292	331	331	331	331
BA/BS	35.18	43.77	36.45	6.27	13.51
S.E.	1.211	2.279	2.074	0.730	1.439
Unwt. N	3292	1355	1355	1355	1355
Advanced Deg.	14.93	38.04	48.48	5.99	7.49
S.E.	0.885	3.097	2.919	1.149	1.081
Unwt. N	3292	606	606	606	606

Table 2.7a
Mean Hourly Wages of 1972 High School Graduates by Level of Education, Pattern of Employment Between 1979 and 1986 and Socio-Economic Status

	Continuous Full-Time	Intermittent Full-Time	Part-Time
Lower 25%			
HS Diploma	$6.48	$5.96	$5.45
S.E.	0.223	0.251	0.408
Unwt. N	420	261	56
Some PSE	6.67	6.25	6.16
S.E.	0.268	0.239	1.251
Unwt. N	335	197	20
1- or 2-Year Degree	6.71	7.03	5.63
S.E.	0.377	0.495	0.471
Unwt. N	131	109	22
BA/BS	7.97	7.79	Low-N
S.E.	0.523	0.405	Low-N
Unwt. N	155	124	11
Advanced Deg.	9.74	10.24	Low-N
S.E.	0.622	0.885	Low-N
Unwt. N	48	39	9
Middle 50%			
HS Diploma	$7.16	$7.08	$5.72
S.E.	0.208	0.314	0.432
Unwt. N	495	287	82
Some PSE	7.21	7.45	6.75
S.E.	0.203	0.206	0.460
Unwt. N	707	421	71
1- or 2-Year Degree	7.53	7.79	8.05
S.E.	0.256	0.407	0.915
Unwt. N	311	178	43
BA/BS	8.39	8.79	8.03
S.E.	0.231	0.245	0.514
Unwt. N	614	342	53
Advanced Deg.	10.46	9.89	Low-N
S.E.	0.692	0.373	Low-N
Unwt. N	173	157	8

Table 2.7a
Mean Hourly Wages of 1972 High School Graduates by Level of Education, Pattern of Employment Between 1979 and 1986 and Socio-Economic Status
-continued-

	Continuous Full-Time	Intermittent Full-Time	Part-Time
Upper 25%			
HS Diploma	$8.02	$6.54	Low-N
S.E.	0.567	0.507	Low-N
Unwt. N	77	43	9
Some PSE	7.54	7.45	9.82
S.E.	0.321	0.403	1.853
Unwt. N	311	213	31
1- or 2-Year Degree	8.62	7.96	8.33
S.E.	0.409	0.464	0.781
Unwt. N	125	95	21
BA/BS	9.16	9.34	9.54
S.E.	0.222	0.498	0.713
Unwt. N	583	390	57
Advanced Deg.	11.19	11.29	12.26
S.E.	0.883	0.456	1.493
Unwt. N	214	269	29

Table 3.1a
Percent of 1972 Seniors with Each Marital Status in 1986 by Sex, Race/Ethnicity, and Education as of 1986

	Never Married	Married	Divorced, Widowed, or Separated	Living Together
Total	15.75	67.96	12.44	3.84
S.E.	0.559	0.722	0.544	0.322
Unwtd. N	12783	12783	12783	12783
Sex				
Male	17.41	67.97	10.75	3.87
S.E.	0.793	1.015	0.707	0.479
Unwtd. N	6021	6021	6021	6021
Female	14.22	68.07	13.89	3.83
S.E.	0.766	0.995	0.797	0.410
Unwtd. N	6755	6755	6755	6755
Race/Ethnicity				
Hispanic	11.94	67.58	16.91	3.57
S.E.	1.616	3.359	3.189	0.763
Unwtd. N	664	664	664	664
Black	28.73	46.73	19.60	4.93
S.E.	2.551	2.596	2.305	1.364
Unwtd. N	1405	1405	1405	1405
White	14.49	70.74	11.04	3.74
S.E.	0.582	0.764	0.538	0.353
Unwtd. N	10220	10220	10220	10220
Education by 1986				
HS Diploma	10.36	71.67	14.68	3.29
S.E.	0.870	1.423	1.185	0.606
Unwtd. N	2909	2909	2909	2909
Some PSE	17.69	65.52	12.31	4.48
S.E.	1.225	1.376	0.907	0.678
Unwtd. N	3311	3311	3311	3311
1- or 2-Year Degree	15.70	65.52	13.90	4.87
S.E.	1.012	1.737	1.230	1.391
Unwtd. N	1454	1454	1454	1454
BA/BS	19.70	68.14	8.99	3.16
S.E.	1.043	1.491	1.263	0.386
Unwtd. N	3052	3052	3052	3052
Advanced Degree	26.08	62.82	7.29	3.81
S.E.	2.885	2.653	0.830	0.607
Unwtd. N	1155	1155	1155	1155

Table 3.2a
Percent of NLS Class of 1972 Who Were Married or Divorced, Widowed, or Separated, and the Average at First Marriage by Sex, Race/Ethnicity, and Level of Education by 1986

	Married	Divorced, Widowed, or Separated	Average Age at First Marriage
Total	66.39	13.18	22.69
S.E.	0.726	0.524	0.058
Unwtd. N	12679	12679	9820
Sex			
Male	66.18	11.27	23.57
S.E.	1.031	0.748	0.082
Unwtd. N	5971	5971	4506
Female	66.7	14.84	21.91
S.E.	0.971	0.744	0.072
Unwtd. N	6701	6701	5307
Race/Ethnicity			
Hispanic	65.11	17.87	22.58
S.E.	3.396	3.192	0.212
Unwtd. N	656	656	522
Black	46.9	17.55	23.53
S.E.	2.725	1.979	0.261
Unwtd. N	1382	1382	891
White	69.29	12.34	22.61
S.E.	0.765	0.558	0.061
Unwtd. N	10146	10146	8120
Education by 1986			
HS Diploma	70.83	15.57	21.66
S.E.	1.383	1.157	0.118
Unwtd. N	2867	2867	2410
Some PSE	63.87	13.78	22.51
S.E.	1.377	0.94	0.119
Unwtd. N	3274	3274	2502
1- or 2-Year Degree	63.37	14.01	22.84
S.E.	1.733	1.205	0.138
Unwtd. N	1435	1435	1121
BA/BS	66.71	9.29	24.39
S.E.	1.494	1.278	0.112
Unwtd. N	3049	3049	2246
Advanced Degree	61.77	6.56	25.06
S.E.	2.66	0.767	0.135
Unwtd. N	1150	1150	827

Table 3.3a
Percent of the Class of 1972 with Different Numbers of Birth Children in 1986 by Sex, Race Ethnicity and Level of Education by 1986

	No Children	One Child	Two Children	Three Children	Four or More Children
Total	33.84	22.41	29.39	11.16	3.20
S.E.	0.731	0.642	0.640	0.409	0.246
Unwtd. N	12707	12707	12707	12707	12707
Sex					
Male	38.08	21.60	28.11	9.58	2.62
S.E.	1.042	0.925	0.941	0.558	0.317
Unwtd. N	5972	5972	5972	5972	5972
Female	29.85	23.23	30.67	12.49	3.76
S.E.	0.968	0.881	0.847	0.590	0.344
Unwtd. N	6728	6728	6728	6728	6728
Race/Ethnicity					
Hispanic	24.41	21.70	32.76	17.24	3.88
S.E.	3.514	3.157	3.292	3.157	0.836
Unwtd. N	661	661	661	661	661
Black	26.38	29.01	25.06	13.17	6.37
S.E.	2.396	2.562	1.604	1.475	1.374
Unwtd. N	1393	1393	1393	1393	1393
White	34.96	21.83	29.61	10.71	2.89
S.E.	0.797	0.679	0.699	0.436	0.249
Unwtd. N	10180	10180	10180	10180	10180
Education by 1986					
HS Diploma	20.93	21.65	36.95	16.00	4.46
S.E.	1.242	1.315	1.476	0.972	0.557
Unwtd. N	2886	2886	2886	2886	2886
Some PSE	34.88	22.56	28.87	10.67	3.03
S.E.	1.431	1.312	1.154	0.828	0.322
Unwtd. N	3302	3302	3302	3302	3302
1- or 2-Year Degree	36.79	22.81	28.15	9.55	2.70
S.E.	1.844	1.287	1.340	0.868	0.443
Unwtd. N	1442	1442	1442	1442	1442
BA/BS	46.47	22.55	22.18	6.80	2.00
S.E.	1.538	1.318	1.132	0.499	0.681
Unwtd. N	3036	3036	3036	3036	3036
Advanced Degree	58.11	20.02	16.90	4.03	0.94
S.E.	2.103	1.454	1.304	0.659	0.304
Unwtd. N	1147	1147	1147	1147	1147

Table 4.1a
Mean Self-Concept Scores by Sex, Race/Ethnicity, Socioeconomic Status, and Educational History

	1972	1973	1974	1976	1979	1986
Sex						
Male	0.03	0.03	0.04	0.07	0.06	0.08
S.E.	0.018	0.017	0.015	0.014	0.012	0.015
Unwtd. N	4543	5487	5573	5700	5615	5739
Female	-0.03	-0.03	-0.04	-0.07	-0.06	-0.08
S.E.	0.017	0.013	0.013	0.014	0.012	0.017
Unwtd. N	5098	6383	6403	6532	6321	6491
Race/Ethnicity						
Hispanic	0.05	-0.07	0.01	-0.03	-0.00	0.05
S.E.	0.059	0.042	0.059	0.056	0.035	0.055
Unwtd. N	508	618	610	614	612	617
Black	0.11	0.03	-0.02	-0.00	-0.04	-0.02
S.E.	0.032	0.032	0.032	0.034	0.030	0.065
Unwtd. N	971	1281	1293	1303	1208	1346
White	-0.02	-0.00	0.00	0.00	0.00	0.00
S.E.	0.014	0.012	0.011	0.010	0.009	0.011
Unwtd. N	7790	9507	9619	9850	9668	10022
SES Quartile						
Lower 25%	-0.06	-0.08	-0.09	-0.10	-0.13	-0.11
S.E.	0.025	0.018	0.019	0.021	0.018	0.022
Unwtd. N	2431	2979	2957	3002	2917	3053
Middle 50%	-0.02	-0.00	0.00	-0.00	0.00	-0.01
S.E.	0.019	0.017	0.014	0.014	0.011	0.018
Unwtd. N	4577	5622	5676	5797	5633	5767
Upper 25%	0.09	0.07	0.09	0.12	0.12	0.12
S.E.	0.021	0.017	0.018	0.018	0.015	0.019
Unwtd. N	2626	3257	3267	3296	3256	3268
Education by 1986						
HS Diploma	-0.08	-0.04	-0.07	-0.11	-0.12	-0.13
S.E.	0.027	0.021	0.020	0.022	0.017	0.022
Unwtd. N	2142	2609	2618	2730	2622	2765
Some PSE	-0.01	-0.03	0.01	-0.03	-0.02	-0.01
S.E.	0.022	0.017	0.017	0.017	0.015	0.026
Unwtd. N	2529	3062	3082	3138	3068	3130
1- or 2-Year Degree	-0.03	-0.02	-0.02	-0.02	0.02	0.07
S.E.	0.023	0.028	0.027	0.023	0.021	0.027
Unwtd. N	1122	1356	1371	1401	1362	1401
BA/BS	0.12	0.09	0.09	0.16	0.14	0.15
S.E.	0.022	0.022	0.020	0.018	0.015	0.020
Unwtd. N	2327	2891	2938	2984	2939	2957
Advanced Degree	0.13	0.06	0.08	0.17	0.22	0.22
S.E.	0.079	0.070	0.050	0.032	0.023	0.033
Unwtd. N	872	1112	1118	1127	1124	1126

Table 4.2a
Mean Locus of Control Scores by Sex, Race/Ethnicity, Socioeconomic Status, and Educational History

	1972	1973	1974	1976	1979	1986
Sex						
Male	-0.07	-0.04	-0.03	-0.04	-0.03	-0.01
S.E.	0.015	0.013	0.015	0.012	0.011	0.014
Unwtd. N	4535	5485	5568	5697	5615	5737
Female	0.06	0.04	0.03	0.02	0.03	0.01
S.E.	0.015	0.013	0.013	0.014	0.01	0.017
Unwtd. N	5097	6384	6400	6531	6315	6490
Race/Ethnicity						
Hispanic	-0.19	-0.15	-0.24	-0.2	-0.23	-0.13
S.E.	0.058	0.042	0.057	0.044	0.039	0.054
Unwtd. N	506	618	608	614	611	616
Black	-0.21	-0.36	-0.42	-0.43	-0.39	-0.35
S.E.	0.031	0.04	0.051	0.054	0.03	0.06
Unwtd. N	963	1279	1291	1301	1206	1346
White	0.03	0.05	0.06	0.05	0.05	0.05
S.E.	0.012	0.009	0.009	0.009	0.008	0.01
Unwtd. N	7790	9508	9615	9848	9665	10020
SES Quartile						
Lower 25%	-0.2	-0.18	-0.24	-0.22	-0.2	-0.19
S.E.	0.023	0.019	0.025	0.02	0.017	0.022
Unwtd. N	2423	2977	2954	2998	2916	3052
Middle 50%	0.02	0.02	0.04	0.02	0.01	0.02
S.E.	0.015	0.014	0.012	0.014	0.011	0.017
Unwtd. N	4573	5623	5672	5796	5629	5766
Upper 25%	0.16	0.14	0.16	0.17	0.18	0.17
S.E.	0.015	0.013	0.012	0.012	0.012	0.017
Unwtd. N	2629	3257	3267	3296	3256	3267
Education by 1986						
HS Diploma	-0.2	-0.15	-0.16	-0.18	-0.2	-0.17
S.E.	0.024	0.019	0.024	0.02	0.018	0.02
Unwtd. N	2135	2605	2614	2727	2621	2765
Some PSE	0.01	0.01	0.03	0.00	0.01	0.02
S.E.	0.02	0.02	0.014	0.021	0.015	0.025
Unwtd. N	2527	3063	3080	3138	3064	3128
1- or 2-Year Degree	0.02	0.01	0.03	0.05	0.04	0.05
S.E.	0.02	0.02	0.022	0.021	0.018	0.034
Unwtd. N	1123	1358	1371	1399	1362	1400
BA/BS	0.22	0.16	0.16	0.18	0.2	0.18
S.E.	0.015	0.018	0.02	0.018	0.012	0.017
Unwtd. N	2328	2893	2938	2984	2939	2957
Advanced Degree	0.28	0.23	0.22	0.22	0.29	0.25
S.E.	0.029	0.023	0.021	0.037	0.019	0.026
Unwtd. N	872	1111	1118	1127	1123	1126

Table 4.3a
Percent of 1972 Seniors Registered to Vote, and Percent Voting by Sex, Race/Ethnicity, Socioeconomic Status, and Educational History

	Registered to Vote 1974	Registered to Vote 1976	Registered to Vote 1979	Registered to Vote 1986	Voted 1976 or Before	Voted 1979	Voted 1986
TOTAL	68.47	71.29	69.41	78.45	69.23	68.82	71.85
S.E.	0.759	0.655	0.555	0.659	0.731	0.564	0.704
Unwtd. N	11915	12242	11913	12359	12688	11910	12335
Sex							
Male	68.65	70.62	68.29	76.51	69.67	68.48	70.10
S.E.	1.138	0.924	0.781	1.038	1.114	0.805	1.080
Unwtd. N	5547	5704	5595	5797	5964	5599	5781
Female	68.32	71.93	70.46	80.25	68.82	69.14	73.45
S.E.	0.986	0.886	0.720	0.818	0.941	0.713	0.922
Unwtd. N	6367	6532	6316	6556	6718	6309	6548
Race/Ethnicity							
Hispanic	59.55	60.84	65.98	71.52	61.20	62.14	59.94
S.E.	4.300	3.907	2.353	3.986	4.147	2.257	3.726
Unwtd. N	607	621	610	627	655	610	623
Black	58.80	72.27	73.54	85.11	57.43	63.16	72.75
S.E.	3.122	2.616	1.776	1.591	2.844	1.742	2.205
Unwtd. N	1269	1298	1205	1369	1386	1202	1360
White	70.25	71.83	69.30	78.10	71.27	69.87	72.37
S.E.	0.782	0.690	0.582	0.724	0.768	0.622	0.761
Unwtd. N	9588	9852	9649	10096	10148	9649	10090
SES Quartile							
Lower 25%	56.62	62.60	62.98	73.76	56.02	58.88	65.48
S.E.	1.549	1.440	1.125	1.425	1.493	1.065	1.430
Unwtd. N	2934	3001	2900	3088	3157	2902	3078
Middle 50%	68.05	70.11	69.63	77.76	69.43	68.53	70.73
S.E.	0.948	0.752	0.964	1.044	0.759	1.061	0.053
Unwtd. N	5652	5795	5622	5812	5985	5619	5801
Upper 25%	81.29	82.99	75.60	84.84	82.69	79.31	80.72
S.E.	1.067	0.770	0.849	1.041	0.991	0.809	1.025
Unwtd. N	3253	3302	3259	3305	3393	3258	3303

Table 4.4a
Mean Civic Participation Scores by Sex, Race/Ethnicity, Socioeconomic Status, and Educational History

	1974	1976	1979	1986
TOTAL	15.61	15.47	14.75	15.17
S.E.	0.047	0.045	0.062	0.047
Unwtd. N	11935	12236	12841	12841
Sex				
Male	15.69	15.66	14.88	15.31
S.E.	0.072	0.071	0.093	0.069
Unwtd. N	5555	5699	6050	6050
Female	15.53	15.30	14.64	15.04
S.E.	0.064	0.053	0.081	0.066
Unwtd. N	6379	6531	6784	6784
Race/Ethnicity				
Hispanic	15.39	15.31	14.50	14.90
S.E.	0.213	0.193	0.296	0.246
Unwtd. N	610	620	670	670
Black	15.74	15.82	14.60	15.70
S.E.	0.192	0.108	0.219	0.226
Unwtd. N	1281	1302	1415	1415
White	15.62	15.46	14.82	15.27
S.E.	0.050	0.050	0.067	0.046
Unwtd. N	9592	9846	10242	10242
SES Quartile				
Lower 25%	14.99	15.08	14.33	14.76
S.E.	0.076	0.100	0.112	0.090
Unwtd. N	2947	3004	3226	3226
Middle 50%	15.52	15.33	14.61	15.08
S.E.	0.064	0.060	0.092	0.068
Unwtd. N	5660	5791	6041	6041
Lower 25%	16.41	16.18	15.54	15.80
S.E.	0.103	0.080	0.116	0.083
Unwtd. N	3251	3299	3415	3415
Education by 1986				
No HS Diploma	4.11	13.67	13.15	12.94
S.E.	0.418	0.321	0.738	0.679
Unwtd. N	41	44	47	47
HS Diploma	14.61	14.66	13.76	14.31
S.E.	0.077	0.088	0.113	0.082
Unwtd. N	2609	2727	2916	2916
Some PSE	15.93	15.60	14.92	15.37
S.E.	0.093	0.066	0.121	0.100
Unwtd. N	3073	3137	3327	3327
1- or 2-Year Degree	15.77	15.48	15.26	15.26
S.E.	0.150	0.123	0.138	0.115
Unwtd. N	1367	1407	1461	1461
BA/BS	16.25	16.22	15.68	15.92
S.E.	0.109	0.081	0.136	0.088
Unwtd. N	2927	2979	3066	3066
Advanced Degree	16.81	16.72	16.10	16.56
S.E.	0.166	0.200	0.239	0.127
Unwtd. N	1116	1128	1156	1156

Table 4.5a
Mean Number of Voluntary Organizations by Sex, Race/Ethnicity, Socioeconomic Status, and Educational History

	1974	1976	1979	1986
TOTAL	0.99	1.01	1.01	1.25
S.E.	0.021	0.016	0.018	0.021
Unwtd. N	2841	12841	12841	12841
Sex				
Male	1.08	1.10	1.06	1.14
S.E.	0.034	0.025	0.026	0.027
Unwtd. N	6050	6050	6050	6050
Female	0.90	0.92	0.97	1.35
S.E.	0.024	0.020	0.023	0.030
Unwtd. N	6784	6784	6784	6784
Race/Ethnicity				
Hispanic	0.85	0.83	0.85	1.22
S.E.	0.070	0.081	0.076	0.136
Unwtd. N	670	670	670	670
Black	1.18	1.03	1.03	1.34
S.E.	0.126	0.054	0.061	0.064
Unwtd. N	1415	1415	1415	1415
White	0.98	1.03	1.03	1.27
S.E.	0.020	0.017	0.019	0.023
Unwtd. N	10242	10242	10242	10242
SES Quartile				
Lower 25%	0.73	0.80	0.85	1.13
S.E.	0.030	0.028	0.030	0.042
Unwtd. N	3226	3226	3226	3226
Middle 50%	0.96	0.98	0.99	1.26
S.E.	0.027	0.023	0.026	0.030
Unwtd. N	6041	6041	6041	6041
Upper 25%	1.34	1.30	1.23	1.34
S.E.	0.057	0.035	0.035	0.038
Unwtd. N	3415	3415	3415	3415
Education by 1986				
No HS Diploma	0.26	0.27	0.85	0.75
S.E.	0.093	0.095	0.295	0.236
Unwtd. N	47	47	47	47
HS Diploma	0.62	0.67	0.72	1.08
S.E.	0.033	0.028	0.032	0.042
Unwtd. N	2916	2916	2916	2916
Some PSE	0.94	0.91	0.98	1.22
S.E.	0.051	0.028	0.032	0.038
Unwtd. N	3327	3327	3327	3327
1- or 2-Year Degree	1.06	1.04	1.05	1.24
S.E.	0.072	0.044	0.044	0.065
Unwtd. N	1461	1461	1461	1461
BA/BS	1.40	1.49	1.35	1.45
S.E.	0.035	0.043	0.041	0.039
Unwtd. N	3066	3066	3066	3066
Advanced Degree	1.82	1.86	1.64	1.63
S.E.	0.067	0.067	0.077	0.061
Unwtd. N	1156	1156	1156	1156

Table 4.6a
Percent of 1972 Seniors Agreeing-Disagreeing to Statements About Teaching by Whether or Not They Have Children

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
Teacher quality is a problem in elementary and secondary schools today.					
TOTAL	24.09	36.89	22.48	14.96	1.57
S.E.	0.661	0.655	0.646	0.522	0.231
Unwtd. N	12348	12348	12348	12348	12348
CHILD FLAG (RECODE)					
None	24.88	35.12	28.19	10.02	1.80
S.E.	1.240	1.223	1.217	0.733	0.581
Unwtd. N	3831	3831	3831	3831	3831
Some	23.77	37.55	19.93	17.28	1.47
S.E.	0.777	0.805	0.759	0.683	0.208
Unwtd. N	8427	8427	8427	8427	8427
Teacher shortages in certain areas, such as math and science are a problem in elementary and secondary schools today.					
TOTAL	19.51	33.68	38.22	8.12	0.47
S.E.	0.611	0.687	0.714	0.458	0.144
Unwtd. N	12349	12349	12349	12349	12349
CHILD FLAG (RECODE)					
None	21.34	33.93	39.24	4.78	0.71
S.E.	1.145	1.336	1.309	0.597	0.436
Unwtd. N	3833	3833	3833	3833	3833
Some	18.63	33.57	37.74	9.71	0.36
S.E.	0.718	0.785	0.835	0.620	0.073
Unwtd. N	8427	8427	8427	8427	8427
Teachers getting enough respect from students, parents, and the community at large is a problem.					
TOTAL	33.77	39.67	14.65	10.51	1.40
S.E.	0.692	0.709	0.549	0.500	0.182
Unwtd. N	12354	12354	12354	12354	12354
CHILD FLAG (RECODE)					
None	35.55	38.15	16.73	7.93	1.63
S.E.	1.284	1.268	1.012	0.881	0.423
Unwtd. N	3833	3833	3833	3833	3833
Some	32.93	40.38	13.64	11.77	1.28
S.E.	0.821	0.838	0.648	0.605	0.188
Unwtd. N	8432	8432	8432	8432	8432
There is a problem of good teachers leaving the profession.					
TOTAL	32.16	37.10	27.05	3.21	0.47
S.E.	0.685	0.664	0.661	0.232	0.155
Unwtd. N	12353	12353	12353	12353	12353
CHILD FLAG (RECODE)					
None	35.78	35.21	26.41	1.89	0.71
S.E.	1.361	1.241	1.190	0.241	0.373
Unwtd. N	3833	3833	3833	3833	3833
Some	30.41	38.02	27.38	3.83	0.36
S.E.	0.769	0.803	0.798	0.320	0.150
Unwtd. N	8431	8431	8431	8431	8431

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